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READING
Triumphs
INTERVENTION



GRADE 1 • TEACHER'S EDITION

READING **Triumphs** INTERVENTION

Teacher's Edition

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PLANNER



Unit 1 Planner

Selection	Phonemic Awareness and Phonics	Structural Analysis	High-Frequency Words/Vocabulary	Fluency	Comprehension	Language Arts
Lessons 1–5, pp. 2–13 Pam Ran Sam Can Nap	Short /a/a Consonants <i>m, t, s, n, c, r, p</i>		High-Frequency Words: <i>and, I, jump, not</i> Oral Vocabulary: Movement Words	Letter, word, and sentence fluency	Strategy: Analyze Story Structure Skill: Character/Setting	More Word Work: Word Families; Word Sort Grammar: Sentences Writing: Personal Narrative
Lessons 6–10, pp. 14–25 Tag At Bat	Short /a/a Consonants <i>b, f, g, h, k, ck, l, v</i>		High-Frequency Words: <i>go, too, we, up</i> Oral Vocabulary: Game Words	Letter, word, and sentence fluency	Strategy: Analyze Story Structure Skill: Sequence of Events	More Word Work: Word Families; Word Sort Grammar: Word Order Writing: Personal Narrative
Monitoring Progress / Additional Instruction, pp. 26–29						
Lessons 11–15, pp. 30–41 Can Jim Fit? Big Max	Short /i/i Consonants <i>d, j, qu, w, x, y, z</i>		High-Frequency Words: <i>run, be, the, play</i> Oral Vocabulary: Play-time Words	Letter, word, and sentence fluency	Strategy: Analyze Story Structure Skill: Sequence of Events	More Word Work: Double Final Consonants; Word Sort Grammar: Statements Writing: Personal Narrative
Lessons 16–20, pp. 42–53 Clip, Clip! Flag Can Do It	/l-blends		High-Frequency Words: <i>a, good, do, come</i> Oral Vocabulary: Happy Words	Letter, word, and sentence fluency	Strategy: Analyze Story Structure Skill: Plot	More Word Work: -s with Nouns; Word Sort Grammar: Punctuation Writing: Descriptive
Lessons 21–25, pp. 54–65 Big Cats Ants, Ants, Ants!	Final Blends /nd/-nd, /nk/-nk, /nt/-nt, /st/-st		High-Frequency Words: <i>little, what, help, very</i> Oral Vocabulary: Size Words	Letter, word, and sentence fluency	Strategy: Analyze Story Structure Skill: Author's Purpose	More Word Work: Word Families; Word Sort Grammar: Writing Sentences Writing: Descriptive
Monitoring Progress / Additional Instruction, pp. 66–69						

Unit 2 Planner

Selection	Phonemic Awareness and Phonics	Structural Analysis	High-Frequency Words/Vocabulary	Fluency	Comprehension	Language Arts
Lessons 1–5, pp. 72–83 I Can Hop My Mom	Short /o/o		High-Frequency Words: <i>my, her, see, they</i> Oral Vocabulary: Family Words	Letter, word, and sentence fluency	Strategy: Summarize Skill: Main Idea/Details	More Word Work: -s with Verbs; Word Sort Grammar: Nouns Writing: Report
Lessons 6–10, pp. 84–95 Jen Helps Rex On the Bed	Short /e/e		High-Frequency Words: <i>who, no, look, are</i> Oral Vocabulary: Seeing Words	Letter, word, and sentence fluency	Strategy: Summarize Skill: Retell	More Word Work: Word Families; Word Sort Grammar: Plural Nouns Writing: How-to Sentences
Monitoring Progress / Additional Instruction, pp. 96–99						
Lessons 11–15, pp. 100–111 Frogs, Frogs, Frogs! Kids Can	s-blends and r-blends		High-Frequency Words: <i>live, many, here, for</i> Oral Vocabulary: Quantity Words	Letter, word, and sentence fluency	Strategy: Summarize Skill: Main Idea/Details	More Word Work: Word Families; Word Sort Grammar: Plural Nouns Writing: Report
Lessons 16–20, pp. 112–123 Pup and Cat Big Bud	Short /u/u		High-Frequency Words: <i>to, make, could, have</i> Oral Vocabulary: Pet Words	Letter, word, and sentence fluency	Strategy: Visualize Skill: Plot	More Word Work: Contractions with -s; Word Sort Grammar: Proper Nouns Writing: Story
Lessons 21–25, pp. 124–135 Sing This Song! At the Shop	Consonant Digraphs /th/th, /sh/sh, and /ng/-ng		High-Frequency Words: <i>you, me, want, together</i> Oral Vocabulary: Us Words	Letter, word, and sentence fluency	Strategy: Visualize Skill: Retell	More Word Work: Inflectional Ending -ing; Word Sort Grammar: Days, Months Writing: Story
Monitoring Progress / Additional Instruction, pp. 136–139						

Unit 3 Planner

Selection	Phonemic Awareness and Phonics	Structural Analysis	High-Frequency Words/Vocabulary	Fluency	Comprehension	Language Arts
Lessons 1–5, pp. 142–153 Dave and Kate Jake’s Cake	Long /ā/a_e		High-Frequency Words: <i>today, eat, said, away</i> Oral Vocabulary: Eating Words	Letter, word, and sentence fluency	Strategy: Analyze Story Structure Skill: Retell	More Word Work: Possessives; Word Sort Grammar: Verbs Writing: Story
Lessons 6–10, pp. 154–165 Five Ducks and a Frog Miss Fine’s Dime	Long /ī/i_e		High-Frequency Words: <i>where, now, how, there</i> Oral Vocabulary: Position Words	Letter, word, and sentence fluency	Strategy: Analyze Story Structure Skill: Make Predictions	More Word Work: Soft <i>c</i> , Soft <i>g</i> , - <i>dge</i> ; Word Sort Grammar: Present-Tense Verbs Writing: Persuasive
Monitoring Progress / Additional Instruction, pp. 166–169						
Lessons 11–15, pp. 170–181 Let’s Eat Lunch Snakes, Snakes, Snakes!	Consonant Digraphs /ch/ch, -tch and /hw/wh-		High-Frequency Words: <i>our, your, under, was</i> Oral Vocabulary: Taste Words	Letter, word, and sentence fluency	Strategy: Monitor Comprehension/Reread Skill: Main Idea/Details	More Word Work: Consonant Digraph /f/ph; Word Sort Grammar: Past- and Future-Tense Verbs Writing: Persuasive
Lessons 16–20, pp. 182–193 Mole’s Home June’s Flute	Long /ō/o_e and Long /ū/u_e		High-Frequency Words: <i>new, she, work, he</i> Oral Vocabulary: Music Words	Letter, word, and sentence fluency	Strategy: Monitor Comprehension/Reread Skill: Draw Conclusions	More Word Work: Silent Letters <i>kn, gn, wr</i> ; Word Sort Grammar: <i>Is</i> and <i>Are</i> Writing: Descriptive
Lessons 21–25, pp. 194–205 Stripes, Stripes, Stripes! Let’s Help!	Three-Letter Blends /skr/scr-, /spl/spl-, /spr/spr-, and /str/str-		High-Frequency Words: <i>put, water, of, done</i> Oral Vocabulary: Design Words	Letter, word, and sentence fluency	Strategy: Monitor Comprehension/Reread Skill: Compare/Contrast	More Word Work: Three-Letter Blend <i>thr</i> -; Word Sort Grammar: Contractions with <i>not</i> Writing: Descriptive
Monitoring Progress / Additional Instruction, pp. 206–209						

Unit 4 Planner

Selection	Phonemic Awareness and Phonics	Structural Analysis	High-Frequency Words/Vocabulary	Fluency	Comprehension	Language Arts
Lessons 1–5, pp. 212–223 It Is Raining	Long /ā/ai, ay	Inflectional Endings -ed and -ing	High-Frequency Words: <i>into, walk, soon, some</i> Oral Vocabulary: Sequence Words	Letter, word, and sentence fluency	Strategy: Ask Questions Skill: Make Predictions	More Word Work: Inflectional Endings -ed, -ing; Word Sort Grammar: <i>Was</i> and <i>Were</i> Writing: Personal Narrative
Lessons 6–10, pp. 224–235 Up a Tree	Long /ē/e, ea, ee	Compound Words	High-Frequency Words: <i>give, across, says, again</i> Oral Vocabulary: Caring Words	Letter, word, and sentence fluency	Strategy: Ask Questions Skill: Character/Setting	More Word Work: Long /ē/ie, e_e; Word Sort Grammar: <i>Has</i> and <i>Have</i> Writing: Personal Narrative
Monitoring Progress / Additional Instruction, pp. 236–239						
Lessons 11–15, pp. 240–251 Let’s Go!	Long /ō/o, oa, ow	Syllabication	High-Frequency Words: <i>people, about, move, by</i> Oral Vocabulary: Transportation Words	Letter, word, and sentence fluency	Strategy: Ask Questions Skill: Retell	More Word Work: Syllabication; Word Sort (Long /ō/oe) Grammar: <i>Go</i> and <i>Do</i> Writing: Report
Lessons 16–20, pp. 252–263 The Light	Long /ī/i, y, igh	Syllabication	High-Frequency Words: <i>every, should, never, out</i> Oral Vocabulary: Cooperation Words	Letter, word, and sentence fluency	Strategy: Visualize Skill: Plot	More Word Work: Contractions; Word Sort (Long /ī/ie) Grammar: <i>See</i> and <i>Saw</i> Writing: Story
Lessons 21–25, pp. 264–275 Lilly Cleans Up	Long /ē/-y, -ey	Syllabication	High-Frequency Words: <i>saw, other, pull, two</i> Oral Vocabulary: Responsibility Words	Letter, word, and sentence fluency	Strategy: Visualize Skill: Retell	More Word Work: Syllabication; Word Sort Grammar: Adverbs Writing: Report
Monitoring Progress / Additional Instruction, pp. 276–279						

Unit 5 Planner

Selection	Phonemic Awareness and Phonics	Structural Analysis	High-Frequency Words/Vocabulary	Fluency	Comprehension	Language Arts
Lessons 1–5, pp. 282–293 Birds’ Nests	r-Controlled Vowel /ûr/er, ir, ur	Compound Words	High-Frequency Words: <i>does, also, another, from</i> Oral Vocabulary: Material Words	Letter, word, and sentence fluency	Strategy: Ask Questions Skill: Cause/Effect	More Word Work: Compound Words; Word Sort Grammar: Adjectives Writing: Descriptive
Lessons 6–10, pp. 294–305 At the Big Park	r-Controlled Vowel /är/ar	Inflectional Endings -ed and -ing	High-Frequency Words: <i>knew, were, any, better</i> Oral Vocabulary: Camping Words	Letter, word, and sentence fluency	Strategy: Ask Questions Skill: Make Inferences	More Word Work: Inflectional Endings -ed, -ing; Word Sort Grammar: Adjectives Writing: Report
Monitoring Progress / Additional Instruction, pp. 306–309						
Lessons 11–15, pp. 310–321 Fun with Sports	r-Controlled Vowel /ôr/or, ore	Multiple-Meaning Words	High-Frequency Words: <i>great, because, warm, would</i> Oral Vocabulary: Sports Words	Letter, word, and sentence fluency	Strategy: Ask Questions Skill: Compare/Contrast	More Word Work: r-Controlled Vowel /ôr/oar; Word Sort Grammar: Synonyms Writing: Report
Lessons 16–20, pp. 322–333 Jack and the Beans	Vowel Diphthong /ou/ou, ow	Final -e in <i>house, mouse</i>	High-Frequency Words: <i>once, upon, buy, fall</i> Oral Vocabulary: Fantasy Words	Letter, word, and sentence fluency	Strategy: Summarize Skill: Sequence of Events	More Word Work: Inflectional Endings -er, -est; Word Sort Grammar: Colors/Numbers Writing: Story
Lessons 21–25, pp. 334–345 Joy’s Surprise	Vowel Diphthong /oi/oi, oy	Compound Words	High-Frequency Words: <i>open, eyes, enough, all</i> Oral Vocabulary: Birthday Words	Letter, word, and sentence fluency	Strategy: Summarize Skill: Sequence of Events	More Word Work: Vowel Digraph /e/ea; Word Sort Grammar: Prepositions Writing: Persuasive
Monitoring Progress / Additional Instruction, pp. 346–349						

Unit 6 Planner

Selection	Phonemic Awareness and Phonics	Structural Analysis	High-Frequency Words/Vocabulary	Fluency	Comprehension	Language Arts
Lessons 1–5, pp. 352–363 Toys at Night	Vowel Digraphs /û/oo and /ü/oo, ew, ou	Two-Syllable Words	High-Frequency Words: <i>love, pretty, sure, eight</i> Oral Vocabulary: Nighttime Words	Letter, word, and sentence fluency	Strategy: Visualize Skill: Fantasy/Reality	More Word Work: Vowel Digraph /û/ue; Word Sort Grammar: Subjects/Predicates Writing: Personal Narrative
Lessons 6–10, pp. 364–375 Paws and Claws	Vowel Digraph /ô/au, aw, al	Two-Syllable Words	High-Frequency Words: <i>four, nothing, carry, over</i> Oral Vocabulary: Animal Words	Letter, word, and sentence fluency	Strategy: Visualize Skill: Make Inferences	More Word Work: Vowel Digraph /ô/a, augh; Word Sort Grammar: Pronouns Writing: How-to Sentences
Monitoring Progress / Additional Instruction, pp. 376–379						
Lessons 11–15, pp. 380–391 The Seasons	Open and Closed Syllables	Two-Syllable Words; Prefixes re-, un-	High-Frequency Words: <i>full, call, only, one</i> Oral Vocabulary: Season Words	Letter, word, and sentence fluency	Strategy: Monitor Comprehension/ Reread Skill: Classify/Categorize	More Word Work: r-Controlled Vowel /är/air, are, ear; Word Sort Grammar: Pronouns Writing: Report
Lessons 16–20, pp. 392–403 Let’s Plant Seeds	Open and Closed Syllables	Possessives	High-Frequency Words: <i>down, after, before, been</i> Oral Vocabulary: Planting Words	Letter, word, and sentence fluency	Strategy: Monitor Comprehension/ Reread Skill: Make Predictions	More Word Work: Possessives; Word Sort Grammar: Using I and Me Writing: How-to Sentences
Lessons 21–25, pp. 404–415 Three Billy Goats	Final Stable Syllables	Singular and Plural Possessive Pronouns	High-Frequency Words: <i>their, always, around, laugh</i> Oral Vocabulary: Sound Words	Letter, word, and sentence fluency	Strategy: Monitor Comprehension/ Reread Skill: Character/Setting	More Word Work: Inflectional Endings -er, -est; Word Sort Grammar: Adverbs Writing: Personal Narrative
Monitoring Progress / Additional Instruction, pp. 416–419						



READING Triumphs INTERVENTION

Program Overview



Who is Reading Triumphs for?

Reading Triumphs is a comprehensive reading intervention program designed for students in Kindergarten through Grade 6 who have a gap in acquiring basic reading skills. **Reading Triumphs** offers early, frequent intensive instruction to close the achievement gap.

How do I use Reading Triumphs?

- within the reading/language arts block for small-group skills instruction
- for Tier 3 intervention instruction
- before- or after-school intervention and tutorial programs
- during summer school

Why is Reading Triumphs effective?

- mix of fiction and nonfiction reading
- targeted lessons focused on priority skills including Phonemic Awareness, Phonics, Vocabulary, Comprehension, Fluency, Writing, and Grammar
- scaffolded, small group, research-based skills lessons that provide ample practice for students in I Do/We Do/You Do format
- suggestions for immediate corrective feedback
- easy-to-follow lesson plans, incorporating daily and weekly routines
- repetition and review of skills taught
- Additional Instruction for those skills with which students continue to struggle

How do I know where to place my students in Reading Triumphs?

Use the results from your school or district screening assessment to identify students who are at risk. Then use the diagnostic assessment in **Reading Triumphs** Assessment to determine where to place each student in the program.

How do I know when my students are ready to exit Reading Triumphs?

Multiple assessment opportunities are offered in **Reading Triumphs** to monitor students' progress.

- Daily informal Quick Checks allow teachers to immediately identify specific skills that students understand and skills for which students need continued instruction and practice.
- Weekly Assessment helps identify specific skills students continue to struggle with after a week's worth of instruction, practice, and review.
- Mid-Unit and End-of-Unit Assessment monitor students' mastery of skills taught over a 2–5 week period of time. This is a cumulative assessment of skills.
- Exit Assessment is a series of assessments that can be offered every 6–9 weeks to help teachers determine those students who have done well on the weekly and unit tests and may no longer be in need of intensive intervention.

Components

Reading and Oral Language Development



Readers with Audio

Kindergarten

Motivate and provide reading practice



Anthologies with Audio

Grades 1–6

Anthologies that provide practice and allow readers to succeed



Oral Vocabulary Development Cards

Kindergarten–Grade 1

Provide opportunities for children to gain rich oral vocabulary in a story context

Instruction



Teacher's Editions

Kindergarten–Grade 6

Instruction for phonemic awareness, phonics, high-frequency words, vocabulary, fluency, comprehension, writing, and grammar



Comprehension Cards

Kindergarten–Grade 6

Two-sided cards help students visualize comprehension skills



Teacher's Manual, Summer School

Grades 1–6

Addresses pacing and scheduling needs for instruction and assessment

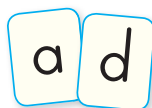
Skills Practice



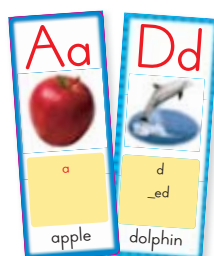
Student Practice Books

Online Teacher's Annotated Practice Books

Kindergarten–Grade 6



Letter Cards



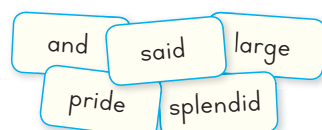
Sound-Spelling Cards

Assessment



Assessment Blackline Masters

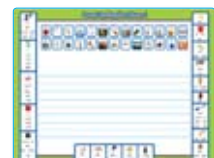
Kindergarten–Grade 6



Word Cards



Photo Cards



Sound-Spelling WorkBoards

Digital Solutions

Reading Triumphs
ConnectED

Visit our online resource center at
<http://connected.mcgraw-hill.com>

✓ Student Materials

- Reading Triumphs **StudentWorks^{Plus}**
Interactive Student Book
Available online and on CD-ROM
- **AUDIO** Listening Library Audio Download
- **IWB** Interactive White Board
Activities for Comprehension and Phonics

✓ Teacher Materials

- Teacher's Edition Online
- Reading Triumphs **TeacherWorks^{Plus}**
All-in-One Planner and Resource Center
- Online Assessment
- **ExamView^{Test Generator}**
- Video Reader Library
- **CD-ROM** Classroom Presentation Toolkit (CPT)
Available online and on CD-ROM
- **DVD** Professional Development DVD

Instructional Plan

Reading Triumphs is a comprehensive Tier 3 intervention program with an instructional plan that is flexible enough to meet the needs of your students. The program provides strong support and guidance to meet your teaching needs. It is a complete, research-based intervention reading program built on the findings of the National Reading Panel.

Research-Based Lessons

Instructional lessons provide the building blocks students need for mastering the reading skills and strategies they need to succeed. Each lesson methodically presents direct and explicit

- teaching routines for **decoding** skills and strategies—Phonemic Awareness, Phonics, and Structural Analysis
- instruction of **high-frequency words** and **vocabulary words** with multiple opportunities to encounter them in text
- instruction of **vocabulary strategies**
- instruction of **fluency** skills with ample opportunities to read and reread for fluency
- instruction of reading **comprehension** skills and strategies, including instructional strategies for using graphic organizers, monitoring comprehension, identifying story structure and text structure, generating and answering questions, and summarizing texts
- instruction of **grammar** and **writing** skills with daily opportunities for practice

Instructional Routine

The lesson structure follows a predictable, practical, and effective instructional design:

- I Do** direct, explicit instruction of the strategy or skill with the teacher modeling and thinking aloud to illustrate cognitive processes
- We Do** guided practice that the teacher and students do together
- You Do** practice that students do to demonstrate their understanding

Corrective Feedback

Reading Triumphs Corrective Feedback routines include suggested modeling or scaffolding of a skill in a way that addresses an error but is not critical of students. If students continue to have difficulty, the lesson can be repeated and the Additional Instruction lessons can be used to provide more modeling, scaffolding, and practice.

Reading Triumphs provides the instructional tools and practice opportunities to help struggling readers improve key reading skills and strategies. It also provides the tools and a clear pathway for students to exit the program as soon as they are ready to handle grade-level curriculum successfully.





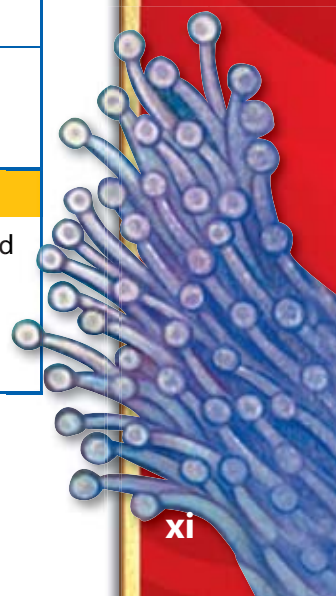
Assessments



Screening and Monitoring Progress

Reading Triumphs Assessments can help you to monitor student progress regularly and to make informed decisions about individual instructional plans, including when a student may be ready to transition to the next level of instruction.

Assessment	What it measures	Purposes
Screeners		
DIBELS Dynamic Indicators of Basic Early Literacy Skills	A reliable and valid measure of initial sound fluency, letter naming fluency, phoneme segmentation fluency, and oral reading fluency	To identify students' early literacy development To monitor progress
TPRI Texas Primary Reading Inventory	A reliable and valid measure of phonemic awareness, letter names and sounds, and word identification TPRI also includes reliable and valid measures of reading fluency, listening comprehension, reading comprehension, and vocabulary.	To identify students who may need intervention To monitor progress and diagnose
Reading Triumphs Program Assessments		
Diagnostic Placement	Specific skill knowledge	To determine placement in Reading Triumphs
Quick Check (informal observation)	Informal teacher observations of each lesson	To determine how effectively students participate in and complete a lesson
Monitoring Progress • Weekly Assessment • Mid-Unit Assessment • End-of-Unit Assessment	Phonemic awareness, phonics and decoding, high-frequency words, vocabulary words, vocabulary strategies, and comprehension	To monitor mastery of skills To cumulatively assess mastery of skills and evaluate ability with grade-level skills To cumulatively assess mastery of skills, evaluate ability with grade-level skills, and determine readiness to take an exit test
Fluency Assessment (Grades 1–6)	Oral reading accuracy, speed, and expression	To verify or clarify instructional decisions for individuals, weekly or every two weeks
Exiting the Program		
Exit Assessments	Phonemic awareness, phonics and decoding, high-frequency words, vocabulary words, vocabulary strategies, and comprehension	To determine if a student has reached a sufficient level of proficiency to meet grade-level standards





Welcome to *Get Started!*

After administering the Letter Naming Fluency, Phoneme Segmentation Fluency, and Sight Word Fluency assessments, you might discover that some of your children need additional time mastering basic skills covered in the kindergarten curriculum before beginning Grade 1 in **Reading Triumphs**. *Get Started!* provides lessons in these critical areas to lay the groundwork for reading success. In the unit, you will find lessons in phonemic awareness, phonics/alphabet recognition, high-frequency words, oral vocabulary, and writing.

Phonemic Awareness Understanding that words are made up of individual phonemes is essential to reading and writing development. *Get Started!* focuses on a basic awareness of rhyme and syllables, and an increasing ability to identify initial, final, and medial sounds in words.

Phonics/Alphabet Recognition Children need to be able to identify the letters of the alphabet (in random order) and their corresponding sounds with speed and accuracy before they can efficiently blend words. *Get Started!* reviews the 26 letter-sounds of the alphabet and introduces the concept of blending by using simple two-phoneme words.

High-Frequency Words The most common words in English must be learned with speed and accuracy. *Get Started!* teaches eight high-utility words using the Read, Spell, Write routine to accelerate learning. Children apply their knowledge of these words in each week's Take-Home Books.

Oral Vocabulary Engaging Oral Vocabulary Card sets that have content-rich fiction and nonfiction selections provide the foundation for oral language development in *Get Started!* These selections contain purposeful vocabulary and are designed to improve children's speaking and listening vocabularies and increase their overall understanding of story structure.

Writing In *Get Started!*, children have guided opportunities to apply their growing knowledge of how words work by writing dictated letter-sounds and completing patterned sentence frames.



Planner

Get Started!

	Phonemic Awareness	Phonics/Alphabet Recognition	Decodable Words	High-Frequency Words	Take-Home Book 1 Patterns	Take-Home Book 2 Patterns
Lessons 1–5, pp. S2–S11 Week 1	onset and rime, rhyme, initial sounds, count syllables	<i>a, m, t, l, p</i>	<i>am, at</i>	<i>I, like, a</i>	<i>I am a _____.</i>	<i>I like _____.</i>
Lessons 6–10, pp. S12–S21 Week 2	onset and rime, rhyme, initial sounds, count syllables	<i>i, f, s, n, b</i>	<i>it, in</i>	<i>see</i>	<i>I am in a _____.</i>	<i>I see a _____.</i> <i>I like it!</i>
Lessons 11–15, pp. S22–S31 Week 3	onset and rime, rhyme, ending sounds, oral segmentation (using sound boxes)	<i>o, r, c, h, d</i>	<i>on</i>	<i>the</i>	<i>I am on the _____.</i>	<i>I see the _____.</i> <i>It is on a _____.</i>
Lessons 16–20, pp. S32–S41 Week 4	onset and rime, rhyme, ending sounds, oral segmentation (using sound boxes)	<i>e, g, k, w, z</i>	<i>Ed</i>	<i>can</i>	<i>I am Ed.</i> <i>I like _____.</i>	<i>I am Ed.</i> <i>I can _____.</i>
Lessons 21–25, pp. S42–S51 Week 5	rhyme, medial sounds, oral segmentation (using sound boxes)	<i>u, j, v, q, x, y</i>	<i>up</i>	<i>go, you</i>	<i>A _____ can go up.</i>	<i>I can _____.</i> <i>Can you?</i>

Monitoring Progress: See Assessment Handbook, pp. 31–37





Oral Vocabulary Development Cards

Materials

- Oral Vocabulary Development Cards, "The Ugly Duckling"
- Practice Book pp. 1, 3–4
- Sound-Spelling WorkBoards
- Sound-Spelling Cards: *Apple, Lemon, Map, Piano, Turtle*
- Large Letter Cards: *a, l, m, p, t*
- Word Cards: *a, l, like*
- hand puppet
- pocket chart

Working with Words

► Phonemic Awareness

Objective Use onset and rime to identify rhyme

Read aloud the following rhyme. Then reread it and invite children to chime in with you.

Black cat, fat cat,
Cat that is tan.
I'm a BIG
Kitty-cat fan!

- I Do**
- Use the puppet to show children how to identify rhyme.
 - Listen as the puppet says two rhyming words from the poem: *fan, tan*. *Fan* and *tan* both end with the sounds /an/. Listen: /f/ /an/, *fan*; /t/ /an/, *tan*. Words that end with the same sounds rhyme. *Fan* and *tan* rhyme.

- We Do**
- Ask children to say each rhyming word after you in parts: /f/ /an/, *fan*; /t/ /an/, *tan*.
 - What is the rhyming part in these two words?

- You Do**
- Tell children that you will say two words. If the words rhyme, children should clap.
 - Use these word pairs and others: *fan, man; mat, sat; hat, hot; sad, sun; pan, tan*. Point out the rhyming part of each rhyming pair.

► Phonics

Objective Identify initial /a/a, /l/l, /m/m, /p/p, /t/t

Review Sing the Alphabet Song with children as you point to each letter on the alphabet wall frieze.

- I Do**
- Display the *Apple* **Sound-Spelling Card**.
 - Point to the letter. This is uppercase A. This is lowercase a. The letter a can stand for the /a/ sound. The word *apple* begins with the /a/ sound.
 - Listen for the /a/ sound as I say the word again: /aaa/ /pəl/, *apple*.
 - Repeat with the *Lemon, Map, Piano, and Turtle* **Sound-Spelling Cards**.

- We Do**
- Show **Letter Cards** a, l, m, p, and t one at a time.
 - Listen to the sound I say and then say it after me.
 - Say the sound, and wait for children to respond. Provide corrective feedback as needed. Point out how you articulate each sound. For example, show children how your lips are together when you make the /m/ sound.
 - Let's try it again. This time I will show the cards faster. I want you to say each letter's sound.

- You Do**
- Now I will say a sound. I want you to point to the letter that stands for that sound.
 - Say each of the following sounds, one at a time: /a/, /l/, /m/, /p/, /t/. Have children point to the letter that stands for each sound. Hold up the correct **Letter Card** for children to self-correct as needed.
 - Assign **Practice Book** page 1.

CORRECTIVE FEEDBACK

If children have difficulty remembering letter-sounds, have them write each letter on their **Sound-Spelling WorkBoards**. Ask them to say the sound of the letter as they write it.

Words to Know

► High-Frequency Words: *I, like, a*

Objective Read high-frequency words

- Display **Word Cards** *I, like, and a* in the pocket chart.
- Point to the word *like*. *This is the word like. It is spelled l-i-k-e. I like to read. What's the word?*
- Repeat with the words *I* and *a*. Point out that these words are also letters.
- Have children chorally **read, spell, and write** each word.
- Ask children to say and complete the sentence starter: *I would like to have a ____*. Write the completed sentences on the board.

CORRECTIVE FEEDBACK

Point to and say *like*. *The word is like. Point to the word and say it with me: like. Let's spell it together: l-i-k-e. The first letter is l. The first sound is /l/.*

► Oral Vocabulary: "The Ugly Duckling"

Objective Develop oral vocabulary

Build Background Ask children to think about how their appearance has changed as they have gotten older. *How do you look different from when you were younger?*

- Read the story on **Oral Vocabulary Development Cards**, Set 1, "The Ugly Duckling."
- During the first reading, stop to discuss the **Oral Language** prompts on the back of each card. Use the **Define, Example, Ask** routine. Focus on the words *hatch, odd, proud, wandered, and reflection*, as well as the concept of how animals and people change as they grow.
- Check children's listening comprehension using the **Listening Comprehension, Act It Out, and Read the Picture** prompts.

Time to Read

► Read Take-Home Book 1

Objective Read high-frequency words in connected text

- Write the sentence pattern *I am a ____* on the board. Read it aloud, and have children repeat. Prompt children to offer possible words to complete the pattern. Tell children that today's story will contain this pattern.
- **Choral Reading** Read the **Take-Home Book** story on **Practice Book** pages 3–4 together.
- **Independent Reading** Then have children whisper-read the story independently. Listen while children read, offering guidance as necessary.
- **Partner Reading** Finally, ask children to partner-read the story.

► Write

Objective Write letters and simple sentences

- Use the **Sound-Spelling WorkBoards**. Say each letter, one at a time: *a, m, p, l, t*. Have children write each letter. Say each sound, one at a time: */a/, /m/, /p/, /l/, /t/*. Have children write the corresponding letter. Provide immediate feedback.
- Have children write sentences using the sentence starter *I like ____*. Suggest that children illustrate and share their sentences.

ELL Model writing each letter and saying the sound that it stands for. Repeat, having children say the sound and the letter name with you as they write each letter.



Oral Vocabulary Development Cards

Materials

- Oral Vocabulary Development Cards, "The Ugly Duckling"
- Practice Book pp. 2–4
- Sound-Spelling WorkBoards
- Large Letter Cards: *a, l, m, p, t*
- Word Cards: *a, l, like*
- hand puppet
- pocket chart

Working with Words

► Phonemic Awareness

Objective Identify beginning sounds

- I Do**
- Use the puppet to show children how to identify beginning sounds.
 - Listen as the puppet slowly says these words: *mad, map, mom, mess*. Listen again to the beginning sound. All these words start with the /m/ sound: /mmmaaad/, /mmmaaap/, /mmmeeess/
 - Repeat with *lop, lick, lamp; tap, ten, top; and pan, pig, pot*.
- We Do**
- Ask children to say each word slowly after you: *mad, mop, mom, mess*.
 - What sound do you hear at the beginning of each word? Listen closely for the /m/ sound at the beginning.
 - Slowly say each word, emphasizing the beginning sound.
 - I will say three words. Let's repeat the words that start with the same sound: *mad, map, lamp*. Yes, *mad* and *map* both start with /m/.
 - Repeat with: *lamp, top, lot; top, tip, man; and pan, pig, at*.
- You Do**
- Tell children that you will say three words. Ask them to say the two words that begin with the same sound. Say these words: *map, mop, pan*.
 - Repeat with *top, log, tan; lap, pan, pig; lick, lock, ten*.

► Phonics

Objective Identify initial /a/a, /l/l, /m/m, /p/p, /t/t

Review Show each of the following **Letter Cards** as children say each sound: *a, l, m, p, t*. Mix the cards and repeat.

- I Do**
- Display **Letter Card** *a*. Point to the letter. This is the letter *a*. The letter *a* stands for the /a/ sound, as in *apple*.
 - Listen for the /a/ sound as I say the word again: /aaa/ /pəl/, *apple*.
 - Repeat with **Letter Cards** *l, m, p, and t*.
- We Do**
- Now I will hold up each **Letter Card**. Say the sound after me as I show the card.
 - Show each **Letter Card**, say the letter sound, and wait for children to respond. Provide corrective feedback as needed.
 - Let's try it again. This time I will show the cards faster. I want you to say each letter sound.
- You Do**
- Now I will say a sound. I want you to point to the letter that stands for that sound.
 - Say each of the following sounds, one at a time: /a/, /m/, /t/, /p/, /l/. Have children point to the letter that stands for each sound. Hold up the correct **Letter Card** for children to self-correct as needed.
 - Assign **Practice Book** page 2.
- ELL** Make the /m/ sound and point out correct mouth position. Have children repeat. Then, as children practice words in this lesson with /m/m, review the meanings of words that can be demonstrated in a concrete way.

Words to Know

► High-Frequency Words: *I, like, a*

Objective Read high-frequency words

Review Show each of the following **Word Cards** as children say each word: *I, like, a*. Mix the cards and repeat.

- Display **Word Cards** *I, like, and a* in the pocket chart.
- Point to the word *I*. *This is the word I. It is spelled capital I. I am a teacher. What's the word?*
- Continue with the words *like* and *a*.
- Have children chorally **read, spell, and write** each word.
- Ask children to say and complete the sentence starter: *I am a _____*. Write the completed sentences on the board.

► Oral Vocabulary: "The Ugly Duckling"

Objective Develop oral vocabulary

Build Background Discuss with children the different animals in the story. *What do you know about ducks, frogs, and swans?*

- Read the story on **Oral Vocabulary Development Cards**, Set 1, "The Ugly Duckling."
- During this reading, stop after each card, and ask children to orally **retell** that part of the story in their own words.
- Use the prompts on the back of the last card to help children **retell** the story.

Time to Read

► Read Take-Home Book 1

Objective Read high-frequency words in connected text

- Review the sentence pattern *I am a _____* by writing it on the board. Read it aloud, and have children repeat. Prompt children to offer possible words to complete the sentence. Encourage them to recall sentences from the story. Write their suggested sentences on the board.
- **Echo Reading** Read each page of the **Take-Home Book** story on **Practice Book** pages 3–4. Have children read each sentence after you, using the same pace and intonation.
- **Partner Reading** Finally, ask children to partner-read the story. Circulate and listen in.

► Write

Objective Write letters and a simple sentence

- Use the **Sound-Spelling WorkBoards**. Say each letter one at a time: *a, m, p, t, I*. Have children write each letter. Say each sound one at a time: */a/, /m/, /I/, /t/, /p/*. Have children write the corresponding letter. Provide immediate feedback.
- Guide children to each write a sentence using the sentence stem *I am a _____*.



Oral Vocabulary Development Cards

Materials

- Oral Vocabulary Development Cards, "A Bear's First Year"
- Practice Book pp. 5, 7–8
- Sound-Spelling WorkBoards
- Large Letter Cards: *a, l, m, p, t*
- Word Cards: *a, l, like*
- hand puppet
- markers or counters
- pocket chart

Working with Words

► Phonemic Awareness

Objective Blend phonemes

- I Do**
- Use the puppet to model blending sounds.
 - Listen as the puppet says some words sound by sound. Then listen as the puppet strings together these sounds: /m/ /a/ /n/, /mmaaann/, *man*; /f/ /a/ /n/, /fffaann/, *fan*.
 - Add motions, such as stretching an imaginary rubber band as you "sing" the sounds.
- We Do**
- Say the words *man* and *fan* aloud again. Let's say these words together as we stretch the sounds. Repeat after me: *man*, /mmaaann/, *man*; *fan*, /fffaann/, *fan*.
 - Repeat with *mat*, *sat*, *sad*, and *fat*.
- You Do**
- Model how to place markers in the sound boxes on the **Sound-Spelling WorkBoards** for the word *man*. Place one marker in each box as you say the sound: /m/ (place marker in first box), /a/ (place marker in second box), /n/ (place marker in third box).
 - Ask children to orally blend the phonemes as you point to each marker.
 - Repeat with the words *fan*, *mat*, *sat*, *sad*, and *fat*.

► Phonics

Objective Blend words

Review Show each of the following **Letter Cards** as children say each sound: *a, l, m, p, t*. Mix the cards and repeat.

- I Do**
- Display **Letter Card** *a*.
 - The name of this letter is *a*. The letter *a* can stand for the /a/ sound that you hear at the beginning of *apple*. What is this letter? What is the sound?

- Repeat for *m*.
 - Write the word *am* on the board. Listen as I blend the sounds /a/ and /m/ together to read the word *am*.
 - Run your finger under the letters as you blend the sounds and say the word: /aaamm/, *am*.
- We Do**
- Write the word *am* on your **Sound-Spelling WorkBoards**. Point to the letter *a*. What sound does it stand for? Point to the letter *m*. What sound does it stand for?
 - Now run your finger under the letters as you string together the sounds. Do it with me: /aaamm/. What's the word?
 - Repeat for the word *at*.
- You Do**
- Now it's your turn to try it. Read *am* and *at* to a partner. Show your partner how you string together the sounds as you read each word.
 - Have children write the words *am* and *at* five times each on their **Sound-Spelling WorkBoards**. Ask them to spell and read the words aloud.
 - Assign **Practice Book** page 5.

CORRECTIVE FEEDBACK

If children have difficulty blending the sounds, point to the letter *a* and the letter *m* separately. Ask: What is the sound of this letter? Listen as I blend the sounds: /aaamm/. Now it's your turn: /aaamm/. What's the word? Repeat for *at*.

Words to Know

► High-Frequency Words: *I, like, a*

Objective Identify high-frequency words

Review Show each of the following **Word Cards** as children say each word: *I, like, a*. Mix the cards and repeat.

- Display **Word Card** *a* in the pocket chart.
- Point to the word *a*. *This is the word a. I see a chair. What's the word?*
- Repeat for the words *I* and *like*.
- Have children chorally **read, spell, and write** each word.
- Ask children to say and complete the sentence starter: *I like ____*. Write the completed sentences on the board.

► Oral Vocabulary: "A Bear's First Year"

Objective Develop oral vocabulary

Build Background Ask children to name their favorite month. *What do you like to do in your favorite month?*

- Read the story on **Oral Vocabulary Development Cards**, Set 2, "A Bear's First Year."
- During the first reading, stop to discuss the **Oral Language** prompts on the back of each card. Use the **Define, Example, Ask** routine. Focus on the words *January, February, cub, April, woods, and nests*, and the concept of seasonal activities.
- Check children's listening comprehension using the **Listening Comprehension, Act It Out**, and **Read the Picture** prompts.

► Fluency

Objective Improve word accuracy

Reread Have children **reread** the previous **Take-Home Book** story from the **Practice Book**. Circulate and listen in.

Time to Read

► Read Take-Home Book 2

Objective Read high-frequency words in connected text

- Write the sentence pattern *I like ____* on the board. Read it aloud, and have children repeat. Prompt children to offer possible words to complete the pattern. Tell children that today's story will contain this pattern.
- **Choral Reading** Read the **Take-Home Book** story on **Practice Book** pages 7–8 together.
- **Independent Reading** Then have children whisper-read the story independently. Listen while children read, offering guidance as necessary.
- **Partner Reading** Finally, ask children to partner-read the story.

ELL Reread the **Take-Home Book** story with children. Pause after each sentence and guide children to repeat the sentence.

► Write

Objective Write letters and simple sentences

- Use the **Sound-Spelling WorkBoards**. Say each letter, one at a time: *a, I, t, p, m*. Have children write each letter. Say each sound, one at a time: */a/, /I/, /t/, /p/, /m/*. Have children write the corresponding letter. Provide immediate feedback.
- Have children write sentences using the sentence stem *I like ____*. Suggest that children illustrate and share their sentences.



Oral Vocabulary Development Cards

Materials

- Oral Vocabulary Development Cards, "A Bear's First Year"
- Practice Book pp. 6–8
- Sound-Spelling WorkBoards
- Large Letter Cards: *a, l, m, p, t*
- Word Cards: *a, l, like*
- hand puppet

Working with Words

► Phonemic Awareness

Objective Blend phonemes

- I Do**
- Use the puppet to model blending sounds.
 - Listen as the puppet says some words sound by sound. Then listen as the puppet strings together these sounds: /m/ /a/ /t/, /mmaaat/, *mat*; /s/ /a/ /t/, /sssaat/, *sat*.
 - Add motions, such as stretching an imaginary rubber band as you "sing" the sounds.
- We Do**
- Say the words *mat* and *sat* aloud again. Let's say these words together as we stretch the sounds. Repeat after me: *mat*, /mmaaat/, *mat*; *sat*, /sssaat/, *sat*.
 - Repeat with *man*, *fan*, *fat*, *ran*, and *pan*.
- You Do**
- Model how to place markers in the sound boxes on the **Sound-Spelling WorkBoards** for the word *mat*. Place one marker in each box as you say the sound: /m/ (place marker in first box), /a/ (place marker in second box), /t/ (place marker in third box).
 - Ask children to orally blend the phonemes as you point to each marker.
 - Repeat with the words *sat*, *man*, *fan*, *fat*, *ran*, and *pan*.
- ELL** Make the /m/ sound and point out correct mouth position. Have children repeat. Do the same for the /a/ sound. Then have children read minimal contrast word pairs, such as *mat/sat*, *mad/mat*, *pit/pat*.

► Phonics

Objective Blend words

Review Show each of the following **Letter Cards** as children say each sound: *a, l, m, p, t*. Mix the cards and repeat.

- I Do**
- Display **Letter Card** *a*.
 - The name of this letter is *a*. The letter *a* can stand for the /a/ sound that is at the beginning of *apple*. What is this letter? What is the sound it stands for?
 - Repeat for *t* and the word *top*.
 - Write the word *at* on the board. Listen as I blend the sounds /a/ and /t/ together to read the word *at*.
 - Run your finger under the letters as you blend the sounds: /aaat/. Then say the word. What is the word?
- We Do**
- Write the word *at* on your **WorkBoards**. Point to the letter *a*. What sound does it stand for? Point to the letter *t*. What sound does it stand for?
 - Now run your finger under the letters as you string together the sounds. Do it with me: /aaat/. What's the word?
 - Repeat for the word *am*.
- You Do**
- Now it's your turn to try it. Read the words *at* and *am* to a partner. Show your partner how you string together the sounds as you read the word.
 - Have children write the words *at* and *am* five times each on their **WorkBoards**. Ask them to spell and read the words aloud.
 - Assign **Practice Book** page 6.

CORRECTIVE FEEDBACK

If children have difficulty blending the sounds, point to the letter *a*. Ask: What is this sound? Point to the letter *t*. Ask: What is this sound? Listen as I blend the sounds: /aaat/. Now it's your turn: /aaat/. What's the word? Repeat for *am*.

Words to Know

► High-Frequency Words: *I, like, a*

Objective Read high-frequency words

Review Show each of the following **Word Cards** and have children name each word: *I, like, a*. Mix the cards and repeat.

- Place **Word Cards** *I, like, and a* facedown on the desk.
- Have children take turns selecting a card, reading it aloud, and using it in a sentence.
- Have children chorally **read, spell, and write** each word.
- Then prompt children to write sentences using the words on their **Sound-Spelling WorkBoards**. Suggest they write about something from one of the stories of the week.

► Oral Vocabulary: “A Bear’s Year”

Objective Develop oral vocabulary

Build Background Ask children to name some ways that summer is different from winter where you live. *What do baby bears do in summer?*

- Read the story on **Oral Vocabulary Development Cards**, Set 2, “A Bear’s Year.”
- During this reading, stop after each card, and ask children to orally **retell** that part of the story in their own words.
- Then display all four cards in random order. Have children place the cards in sequence. Then use the prompts on the back of the last card to help children **retell** the story.

► Fluency

Objective Improve word accuracy

Reread Have children **reread** the previous **Take-Home Book** story from the **Practice Book**. Circulate and listen in.

Time to Read

► Read Take-Home Book 2

Objective Read high-frequency words in connected text

- Review the sentence pattern *I like ____* on the board. Read it aloud, and have children repeat. Prompt children to offer possible words to complete the patterns. Write their suggestions on the board.
- **Echo Reading** Read each page of the **Take-Home Book** story on **Practice Book** pages 7–8. Have children read each sentence after you, using the same pace and intonation.
- **Partner Reading** Finally, ask children to partner-read the story. Circulate and listen in.

► Write

Objective Write letters and simple sentences

- Use the **Sound-Spelling WorkBoards**. Say each letter, one at a time: *a, l, m, p, t*. Have children write each letter. Say each sound, one at a time: */a/, /l/, /t/, /m/, /p/*. Have children write the corresponding letter. Provide immediate feedback.
- Have children each write a sentence using the sentence stem *I like ____*. Suggest that children illustrate and share their sentences.



Oral Vocabulary Development Cards

Materials

- Oral Vocabulary Development Cards, "The Ugly Duckling" and "A Bear's First Year"
- Practice Book pp. 3–4, 7–8
- Sound-Spelling WorkBoards
- Large Letter Cards: *A, a, L, l, M, m, P, p, T, t*
- Word Cards: *a, l, like*
- hand puppet
- pocket chart

Working with Words

► Phonemic Awareness

Objective Segment syllables

- I Do** ■ Use the puppet to model segmenting words by syllables.
- A syllable is a word part. Each syllable has one vowel sound. I will say the word, then break it apart syllable by syllable. Listen: *table, ta-ble; teacher, tea-cher; pumpkin, pump-kin.*

We Do Now it's your turn. Say each word after me syllable by syllable. Put your hand underneath your chin. Count how many times your chin drops as you say the word. That's the number of syllables. Okay, let's try it together: *table, ta-ble; teacher, tea-cher; pumpkin, pump-kin.*

- You Do** ■ Use the sound boxes on your **Sound-Spelling WorkBoards**. I will say some words. Drag one marker onto the boxes for each syllable you hear.
- Say these words one at a time: *table, teacher, pumpkin, elephant, decided, grasshopper, bug.* Provide corrective feedback.

► Phonics

Objective Identify initial /a/a, /l/l, /m/m, /p/p, /t/t

Review Sing the Alphabet Song with children as you point to each letter on the alphabet wall frieze. Then show each of the following **Letter Cards** as children say each sound: *a, l, m, p, t*. Mix the cards and repeat.

- I Do** ■ Place **Letter Cards** *Aa, Ll, Mm, Pp*, and *Tt* facedown on the desk.
- Select a card and hold it up. Then say its sound and a word that begins with the sound: */m/, mouse.*

We Do Let's do it together. I'll pick a card and name the letter. What sound does the letter stand for? What is a word that has that letter sound?

You Do Now it's your turn. Select a card, hold it up, and say the letter sound. Then give the card to a classmate. That person must say a word that begins with the sound.

Words to Know

► High-Frequency Words: *I, like, a*

Objective Identify high-frequency words

Review Show each of the following **Word Cards** as children say each word: *I, like, a*. Mix the cards and repeat.

- Display **Word Cards** *I, like, and a* in the pocket chart.
- Have children chorally **read, spell, and write** each word.
- Ask children to underline the word *like* in their **Take-Home Book** story on **Practice Book** pages. 7–8.
- Count how many times they found and read the word *like*.

ELL Guide children in a choral reading of the **Take-Home Book** story, pausing at each high-frequency word. Point out that the words are the same as those on the cards.

► Oral Vocabulary: “The Ugly Duckling” and “A Bear’s First Year”

Objective Develop oral vocabulary

- Form two small groups. Give each group the **Oral Vocabulary Development Cards** for Set 1 or 2.
- Ask children to place the cards in the correct sequence, then take turns orally **retelling** the story to the members of their group.
- Circulate and listen in. Take note of children who need additional support **retelling**.

Time to Read

► Reread Take-Home Books

Objective Increase reading speed

- Have partners **reread** this week’s **Take-Home Book** stories on **Practice Book** pages. 3–4 and 7–8.
- Circulate and listen in. Take note of children needing additional support.
- Encourage volunteers to read one of the stories to the group. Praise children for their efforts.

► Write

Objective Write letters and simple sentences

- Use the **Sound-Spelling WorkBoards**. Say each letter, one at a time: *a, p, m, l, t*. Have children write each letter. Say each sound, one at a time: /a/, /p/, /m/, /l/, /t/. Have children write the corresponding letter. Provide immediate feedback.
- Have children sentences to add to one of the stories they read this week. Ask children to use the sentence frames in the stories. Invite children to illustrate and share their sentences.



Oral Vocabulary Development Cards

Materials

- Oral Vocabulary Development Cards, "Let's Explore!"
- Practice Book pp. 9, 11–12
- Sound-Spelling WorkBoards
- Large Letter Cards: *a, b, f, i, l, m, n, p, s, t*
- Sound-Spelling Cards: *Bat, Fire, Insect, Nest, Sun*
- Word Cards: *a, l, like, see*
- hand puppet
- pocket chart

Working with Words

► Phonemic Awareness

Objective Use onset and rime to identify rhyme

Read aloud the following rhyme. Then reread it and invite children to chime in with you.

I saw a big pig
With a big, yellow hat,
A big, green wig,
And a big, pet cat.

- I Do**
- Use the puppet to show children how to identify rhyme.
 - Listen as the puppet says two rhyming words from the poem: *big, pig*. *Big* and *pig* both end in the sounds /ig/. Listen: /b/ /ig/, *big*; /p/ /ig/, *pig*. The words *big* and *pig* rhyme.
- We Do**
- Ask children to say each rhyming word after you in parts: /b/ /ig/, *big*; /p/ /ig/, *pig*.
 - What is the rhyming part in these two words?
- You Do**
- Tell children that you will say two words. If the words rhyme, children name the rhyming part.
 - Use these word pairs and others: *pig, wig; sit, fit; hat, hit; win, pin*. Point out the rhyming part of each rhyming pair if needed.

► Phonics

Objective Identify initial /i/i, /b/b, /f/f, /n/n, /s/s

Review Sing the Alphabet Song with children as you point to each letter on the alphabet wall frieze. Then show each of the following **Letter Cards** as children say each sound: *a, l, m, p, t*.

- I Do**
- Display the *Insect Sound Spelling Card*.
 - Point to the letter. This is uppercase *I*. This is lowercase *i*. The letter *i* stands for the /i/ sound at the beginning of *insect*.
 - Listen for the /i/ sound: /iinnn/, *in*.
 - Repeat with the *Bat, Fire, Nest, and Sun Sound-Spelling Cards*.
- We Do**
- Show **Letter Cards** *b, f, i, n, and s*, one at a time.
 - Listen to the sound I say and then say it after me.
 - Say the sound, and wait for children to respond. Provide corrective feedback as needed. Point out how you articulate each sound. For example, show children how your lips are together when you make the /b/ sound.
 - Let's try it again. This time I will show the cards faster. I want you to say the sound of each letter.
- You Do**
- Now I will say a sound. I want you to write the letter on your **Sound-Spelling Work Boards**.
 - Say each of the following sounds, one at a time: /b/, /f/, /i/, /n/, /s/. Have children write the letter. Hold up the correct **Letter Card** for children to self-correct their work.
 - Assign **Practice Book** page 9.

CORRECTIVE FEEDBACK

If children have difficulty remembering letter-sounds, have them write each letter on their **Sound-Spelling WorkBoards**. Ask them to say the sound of the letter as they write it.

Words to Know

► High-Frequency Word: *see*

Objective Read high-frequency words

Review Show each of the following **Word Cards** as children say each word: *I, like, a*. Mix the cards and repeat.

- Display **Word Card** *see* in the pocket chart.
- Point to the word *see*. *This is the word see. It is spelled s-e-e. I see the book. What's the word?*
- Have children chorally **read, spell, and write** the word *see*.
- Ask children to complete the sentence starter: *I see a ____*. Write the completed sentences on the board.

CORRECTIVE FEEDBACK

Point to and say *see*. *The word is see. Point to the word and say it with me: see. Let's spell it together: s-e-e. Let's use it in sentences. I see you. You see ____.*

► Oral Vocabulary: "Let's Explore!"

Objective Develop oral vocabulary

Build Background Ask children how they stay comfortable when it is very cold out. *Can animals put on warm clothing? How do animals stay warm when it is cold?*

- Read the story on **Oral Vocabulary Development Cards**, Set 3, "Let's Explore!"
- During the first reading, stop to discuss the **Oral Language** prompts on the back of each card. Use the **Define, Example, Ask** routine. Focus on the words *store, inside, top, hibernate, burrow*, and *below*, and the concept of adapting to environments.
- Check children's listening comprehension using the **Listening Comprehension, Act It Out**, and **Read the Picture** prompts.

► Fluency

Objective Improve word accuracy

Reread Have children **reread** the previous **Take-Home Book** stories from the **Practice Book**. Circulate and listen in.

Time to Read

► Read Take-Home Book 3

Objective Read high-frequency words in connected text

- Write the sentence pattern *I am in a ____* on the board. Read it aloud, and have children repeat. Prompt children to offer possible words to complete the pattern. Tell children that today's story will contain this pattern.
- **Choral Reading** Read the **Take-Home Book** story on **Practice Book** pages 11–12 together.
- **Independent Reading** Then have children whisper-read the story independently. Listen while children read, offering guidance as necessary.
- **Partner Reading** Finally, ask children to partner-read the story.

► Write

Objective Write letters and a simple sentence

- Use the **Sound-Spelling WorkBoards**. Say each letter, one at a time: *i, a, f, m, n, b, p, s, t, l*. Have children write each letter. Say each sound, one at a time: */i/, /a/, /f/, /m/, /n/, /s/, /t/, /p/*. Have children write the corresponding letter. Provide immediate feedback.
- Have children write a sentence using the sentence stem *I see the ____*. Suggest that children illustrate and share their sentences.

ELL As you write the letters, say the letter sound. Guide children to watch your mouth position as you say each sound. Have children repeat each letter sound.



Oral Vocabulary Development Cards

Materials

- Oral Vocabulary Development Cards, "Let's Explore!"
- Practice Book pp. 10–12
- Sound-Spelling WorkBoards
- Large Letter Cards: *a, b, f, i, l, m, n, p, s, t*
- Word Cards: *a, l, like, see*
- hand puppet
- pocket chart

Working with Words

► Phonemic Awareness

Objective Identify beginning sounds

- I Do**
- Use the puppet to show children how to identify beginning sounds.
 - Listen as the puppet slowly says these words: *fan, fix, funny*. Listen again to the beginning sound. All these words start with the /f/ sound.
 - Repeat with *ball, bag, bit; it, in, inch; no, nut, nail; sun, sit, say*.

- We Do**
- Ask children to say each word slowly after you: *fit, fox, fun*.
 - What sound do you hear at the beginning of each word? Listen closely for the /f/ sound at the beginning.
 - Slowly say each word, emphasizing the beginning sound.
 - Repeat with *ball, bag, bit; it, in, inch; no, nut, nail; sun, sit, say*.

- You Do**
- Tell children that you will say two words. Ask children to say the sound that they hear at the beginning of both words. Say these words: *fun, fit*. What sound do you hear at the beginning of each word?
 - Repeat with *nest, nose; six, sun; ball, bat; and in, itch*.

► Phonics

Objective Identify initial /i/i, /b/b, /f/f, /n/n, /s/s

Review Show each of the following **Letter Cards** as children say each sound: *a, b, f, i, l, m, n, p, s, t*. Mix the cards and repeat.

- I Do**
- Display **Large Letter Card i**.
 - This is the letter *i*. The letter *i* stands for the /i/ sound at the beginning of *in*.
 - Listen for the /i/ sound as I say the word again: /iiinnn/, *in*.
 - Repeat with the **Letter Cards** for *b, f, n*, and *s*.

- We Do**
- Now I will hold up each **Letter Card**. Say the letter sound after me as I show the card.
 - Show each **Letter Card**, say the sound, and wait for children to respond. Provide corrective feedback as needed.
 - Let's try it again. This time I will show the cards faster. I want you to say each letter sound.

- You Do**
- Now you do it. I will hold up a letter. Say the sound the letter stands for.
 - Display each **Letter Card**, one at a time: /i/, /f/, /s/, /n/, /b/. Have children say the sound each letter stands for.
 - Assign **Practice Book** page 10.

ELL Make the /i/ sound and point out correct mouth position. Have children repeat. Then, as children practice words in this lesson with /i/i, review the meanings of words that can be demonstrated in a concrete way.

Words to Know

► High-Frequency Word: *see*

Objective Read high-frequency words

Review Show each of the following **Word Cards** as children say each word: *I, like, a, see*. Mix the cards and repeat.

- Display **Word Card** *see* in the pocket chart.
- Point to the word *see*. *This is the word see. It is spelled s-e-e. I see a book. What's the word?*
- Have children chorally **read, spell, and write** the word *see*.
- Ask children to say and complete the sentence starter: *I see two ____*. Write the completed sentences on the board.

CORRECTIVE FEEDBACK

Point to and say *see*. *The word is see. Point to the word and say it with me: see. What letters follow the s in see? How many e's do you see? Let's spell it together: s-e-e.*

► Oral Vocabulary: "Let's Explore!"

Objective Develop oral vocabulary

Build Background Ask children to tell whether they think it is easier for animals to live in the desert or on the prairie and to explain why.

- Read the story on **Oral Vocabulary Development Cards**, Set 3, "Let's Explore!"
- During this reading, stop after each card, and ask children to orally **retell** that part of the story in their own words.
- Then display all four cards in random order. Guide children to place the cards in sequence. Then use the prompts on the back of the last card to help children **retell** the story.

► Fluency

Objective Improve word accuracy

Reread Have children **reread** the previous **Take-Home Book** story from the **Practice Book**. Circulate and listen in.

Time to Read

► Read Take-Home Book 3

Objective Read high-frequency words in connected text

- Review the sentence pattern *I am in a ____* by writing it on the board. Read it aloud, and have children repeat. Prompt children to offer possible words to complete the pattern. Encourage them to recall sentences from the story. Write their suggested sentences on the board.
- **Echo Reading** Read each page of the **Take-Home Book** story on **Practice Book** pages 11–12. Have children read each sentence after you, using the same pace and intonation.
- **Partner Reading** Finally, ask children to partner-read the story. Circulate and listen in.

► Write

Objective Write letters and a simple sentence

- Use the **Sound-Spelling WorkBoards**. Say each letter, one at a time: *i, a, b, t, l, f, n, s, m*. Have children write each letter. Say each sound, one at a time: */i/, /a/, /b/, /s/, /f/, /n/, /m/, /p/*. Have children write the corresponding letter. Provide immediate feedback.
- Have children each write a sentence using the sentence starter *I am in a ____*. Suggest that children illustrate and share their sentences.



Oral Vocabulary Development Cards

Materials

- Oral Vocabulary Development Cards, "The Rabbit and the Coyote"
- Practice Book pp. 13, 15–16
- Sound-Spelling WorkBoards
- Large Letter Cards: *a, b, f, i, l, m, n, p, s, t*
- Word Cards: *a, l, like, see*
- hand puppet
- pocket chart

Working with Words

► Phonemic Awareness

Objective Blend phonemes

- I Do**
- Use the puppet to model blending sounds.
 - Listen as the puppet says some words sound by sound. Then listen as the puppet strings together these sounds: /s/ /i/ /t/, /sssiit/, *sit*; /f/ /i/ /t/, /fffiit/, *fit*.
 - Add motions, such as stretching an imaginary rubber band as you "sing" the sounds.
- We Do**
- Say the words *sit* and *fit* aloud again. Let's say these words together as we stretch the sounds. Repeat after me: *sit*, /sssiit/, *sit*; *fit*, /fffiit/, *fit*.
 - Repeat with *sick*, *nap*, *fin*, and *big*.
 - Model how to place markers in the sound boxes on the **Sound-Spelling WorkBoards** for the word *sit*. Place one marker in each box as you say the sound: /s/ (place marker in first box), /i/ (place marker in second box), /t/ (place marker in third box). Guide children to orally blend the phonemes as you point to each marker.
- You Do**
- Have children place markers in the sound boxes on the **Sound-Spelling WorkBoards** for the word *nap*.
 - Place one marker in each box as you say each sound: /n/, /a/, /p/. How many markers did you place?
 - Point to each marker as you blend the sounds: /nnnaap/, *nap*.
 - Repeat with the words *fit*, *sick*, *nap*, *fin*, and *big*.

► Phonics

Objective Blend words

Review Show each of the following **Letter Cards** as children say each sound: *a, b, f, i, l, m, n, p, s, t*. Mix the cards and repeat.

- I Do**
- Display **Letter Card i**.
 - The name of this letter is *i*. The letter *i* can stand for the /i/ sound as in *in*. What is this letter? What is the sound it stands for?
 - Repeat for *n*. Write the word *in* on the board. Listen as I blend the sounds /i/ and /n/ together to read the word *in*.
 - Run your finger under the letters as you blend the sounds: /iinnnn/, *in*. What is the word?
- We Do**
- Write the word *in*.
 - Write the word *in* on your **Sound-Spelling WorkBoards**. Point to the letter *i*. What sound does it stand for? Point to the letter *n*. What sound does it stand for?
 - Now run your finger under the letters as you string together the sounds. Do it with me: /iinnnn/. What's the word?
 - Repeat for the word *it*.
- You Do**
- Now it's your turn. Read the words *in* and *it* to a partner. Show your partner how you string together the sounds as you read the words.
 - Have children write the words *in* and *it* on their **Sound-Spelling WorkBoards**. Ask them to spell and read the words aloud.
 - Assign **Practice Book** page 13.

CORRECTIVE FEEDBACK

Point to the letter *i*. What is this sound? Point to the letter *n*. What is this sound? Listen as I blend the sounds: /iinnnn/. Now it's your turn: /iinnnn/, *in*.

Words to Know

► High-Frequency Word: *see*

Objective Read high-frequency words

Review Show each of the following **Word Cards** as children say each word: *I, like, a, see*. Mix the cards and repeat.

- Display **Word Card** *see* in the pocket chart.
- Point to the word *see*. *This is the word see. It is spelled s-e-e. I see a cat. What is the word?*
- Have children chorally **read, spell, and write** the word *see*.
- Ask children to write the word *see* on their **Sound-Spelling WorkBoards** as they spell it aloud and read the word.

► Oral Vocabulary: “The Rabbit and the Coyote”

Objective Develop oral vocabulary

Build Background Ask children to share what they know about rabbits and coyotes. *How are rabbits and coyotes the same? How are they different?*

- Read the story on **Oral Vocabulary Development Cards**, Set 4, “The Rabbit and the Coyote.”
- During the first reading, stop to discuss the **Oral Language** prompts on the back of each card. Use the **Define, Example, Ask** routine. Focus on the words and phrases *under, relatives, across, sweltering, slow poke*, and *in front of* and the concept of animal traits.
- Check children’s listening comprehension using the **Listening Comprehension, Act It Out**, and **Read the Picture** prompts.

► Fluency

Objective Improve word accuracy

Reread Have children **reread** the previous **Take-Home Book** story from the **Practice Book**. Circulate and listen in.

Time to Read

► Read Take-Home Book 4

Objective Read high-frequency words in connected text

- Write the sentence pattern *I see a _____. I like it!* on the board. Read the sentences aloud, and have children repeat. Prompt children to offer possible words to complete the pattern. Tell children that today’s story will contain this pattern.
- **Choral Reading** Read the **Take-Home Book** story on **Practice Book** pages 15–16 together.
- **Independent Reading** Then have children whisper-read the story independently. Listen while children read, offering guidance as necessary.
- **Partner Reading** Finally, ask children to partner-read the story.

ELL Read the story aloud, one page at a time. Guide children to read each page after you. Provide corrective feedback as needed.

► Write

Objective Write letters and a simple sentence

- Use the **Sound-Spelling WorkBoards**. Say each letter, one at a time: *i, a, b, f, l, m, n, p, s, t*. Have children write each letter. Say each sound, one at a time: */a/, /i/, /f/, /n/, /m/, /b/, /p/, /s/*. Have children write the corresponding letter. Provide immediate feedback.
- Have children each write one sentence using the sentence stem *I see a _____. Suggest that children illustrate and share their sentences.*



Oral Vocabulary Development Cards

Materials

- Oral Vocabulary Development Cards, "The Rabbit and the Coyote"
- Practice Book pp. 14–16
- Sound-Spelling WorkBoards
- Large Letter Cards: *a, b, f, i, l, m, n, p, s, t*
- Word Cards: *a, l, like, see*
- hand puppet
- markers or counters

Working with Words

► Phonemic Awareness

Objective Blend phonemes

- I Do**
- Use the puppet to model blending sounds.
 - Listen as the puppet says some words sound by sound. Then listen as the puppet strings together these sounds: /p/ /i/ /g/, /piiig/, pig; /b/ /i/ /g/, /biiig/, big.
 - Add motions, such as stretching an imaginary rubber band as you "sing" the sounds.
- We Do**
- Say the words *pig* and *big* aloud again. Let's say these words, then stretch the sounds. Repeat after me: *pig*, /piiig/; *big*, /biiig/.
 - Repeat with *sip*, *zip*, *tip*, and *lip*.
 - Model how to place markers in the sound boxes on the **Sound-Spelling WorkBoards** for the word *sip*. Place one marker in each box as you say the sound: /s/ (place marker in first box), /i/ (place marker in second box), /p/ (place marker in third box). Guide children to orally blend the phonemes as you point to each marker.
- You Do**
- Have children place markers in the sound boxes on the **Sound-Spelling WorkBoards** for the word *sip*.
 - Place one marker in each box as you say each sound: /s/, /i/, /p/. How many markers did you place?
 - Point to each marker as you blend the sounds: /sssiip/, *sip*.
 - Repeat with the words *big*, *zip*, *rip*, *tip*, and *lip*.
- ELL** Make the /i/ sound and point out correct mouth position. Have children repeat. Do the same for the /n/ sound. Then have children say minimal contrast word pairs, such as *in/it*, *zip/sip*, *pit/pin*.

► Phonics

Objective Blend words

Review Show each of the following **Letter Cards** as children say each sound: *a, b, f, i, l, m, n, p, s, t*. Mix the cards and repeat.

- I Do**
- Write the word *it* on the board. Let's review how we string together sounds to read words. Listen as I blend the sounds /i/ and /t/ together to read the word *it*.
 - Run your finger under the letters as you blend the sounds: /iit/. Then say the word. What is the word?
- We Do**
- Write the word *it* on your **Sound-Spelling WorkBoards**. Point to the letter *i*. What sound does it stand for? Point to the letter *t*. What sound does it stand for?
 - Now run your finger under the letters as you string together the sounds. Do it with me: /iit/. What's the word?
- You Do**
- Now it's your turn to try it. Read the word to a partner. Show your partner how you string together the sounds as you read the word.
 - Have children write the word *it* five times on their **Sound-Spelling WorkBoards**. Ask them to spell and read the word aloud.
 - Assign **Practice Book** page 14.

CORRECTIVE FEEDBACK

If children have difficulty reading the word, say: This word is *it*. Listen as I blend the sounds. Point to each letter as you stretch the sounds. Then say the word as a whole. What's the word? Repeat the procedure with children joining in.

Words to Know

► High-Frequency Word: *see*

Objective Read high-frequency words

Review Show each of the following **Word Cards** as children say each word: *I, like, a, see*. Mix the cards and repeat.

- Place **Word Cards** *see, I, like, and a* facedown on the desk.
- Have children take turns selecting a card, reading it aloud, and using it in a sentence.
- When all the cards have been selected, have children chorally **read, spell, and write** each word.
- Then prompt children to write sentences on their **Sound-Spelling WorkBoards**, using the words. Suggest children write about something from one of the stories of the week.

► Oral Vocabulary: “The Rabbit and the Coyote”

Objective Develop oral vocabulary

Build Background Which animal has a longer tail, the rabbit or the coyote? Do coyotes or rabbits run faster?

- Read the story on **Oral Vocabulary Development Cards**, Set 4, “The Rabbit and the Coyote.”
- During this reading, stop after each card, and ask children to orally **retell** that part of the story in their own words.
- Then display all four cards in random order. Guide children to place the cards in sequence. Then use the prompts on the back of the last card to help children **retell** the story.

► Fluency

Objective Improve word accuracy

Reread Have children **reread** the previous **Take-Home Book** story from the **Practice Book**. Circulate and listen in.

Time to Read

► Read Take-Home Book 4

Objective Read high-frequency words in connected text

- Review the sentence pattern *I see a _____. I like it!* Write the sentences on the board. Read them aloud, and have children repeat. Prompt children to offer possible words to complete the pattern. Write their suggestions on the board.
- **Echo Reading** Read each page of the **Take-Home Book** story on **Practice Book** pages 15–16. Have children read each sentence after you, using the same pace and intonation.
- **Partner Reading** Finally, ask children to partner-read the story. Circulate and listen in.

► Write

Objective Write letters and a simple sentence

- Use the **Sound-Spelling WorkBoards**. Say each letter, one at a time: *i, a, f, m, s, n, b, l*. Have children write each letter. Say each sound, one at a time: */i/, /a/, /b/, /s/, /m/, /f/, /n/, /p/*. Have children write the corresponding letter. Provide immediate feedback.
- Have each child write and illustrate the sentence *I like it!* Guide them to draw a picture of something they like.



Oral Vocabulary Development Cards

Materials

- Oral Vocabulary Development Cards, "Let's Explore!" and "The Rabbit and the Coyote"
- Practice Book pp. 11–12, 15–16
- Sound-Spelling WorkBoards
- Large Letter Cards: *a, B, b, F, f, I, i, l, m, N, n, p, S, s, t*
- Word Cards: *a, I, like, see*
- hand puppet
- pocket chart

Working with Words

► Phonemic Awareness

Objective Segment syllables

- I Do** ■ Use the puppet to model segmenting words by syllables.
- A syllable is a word part. Each syllable has one vowel sound. I will say each word, then break it apart syllable by syllable. Listen: *insect, in-sect; sister, sis-ter; elephant, el-e-phant*.
- We Do** ■ Let's do it together. Say each word after me syllable by syllable. Put your hand underneath your chin. Count how many times your chin drops as you say the word. That's the number of syllables. Let's try it together: *insect, in-sect; sister, sis-ter; elephant, el-e-phant*.
- You Do** ■ Use the sound boxes on your **Sound-Spelling WorkBoards**. I will say some words. Drag one marker onto the boxes for each syllable you hear.
- Say these words, one at a time: *insect, sister, elephant, funny, listen, rabbit*. Provide corrective feedback.

► Phonics

Objective Identify initial /i/i, /b/b, /f/f, /n/n, /s/s

Review Sing the Alphabet Song with children as you point to each letter on the alphabet wall frieze. Then show each of the following **Letter Cards** as children say each sound: *a, i, b, f, l, m, n, p, s, t*. Mix the cards and repeat.

- I Do** ■ Place **Letter Cards** *I, i, B, b, F, f, N, n, S, s* and *s* facedown on the desk.
- Select a card and hold it up. Then say its sound and a word that begins with the sound.
- We Do** Let's do it together. I'll pick a card and name the letter. What sound does the letter stand for? What is a word that has that letter sound?
- You Do** Now it's your turn. Select a card, hold it up, and say the letter sound. Then give the card to a classmate. That person must say a word that begins with the sound.

Words to Know

► High-Frequency Word: *see*

Objective Read high-frequency words

Review Show each of the following **Word Cards** as children say each word: *I, like, a, see*. Mix the cards and repeat.

- Display **Word Card** *see* in the pocket chart.
- Have children chorally **read, spell, and write** the word *see*.
- Ask children to underline the word *see* in their **Take-Home Book** story on **Practice Book** pages 15–16.
- Count how many times they found and read the word *see*.

ELL Guide children in a choral reading of the **Take-Home Book** story, pausing at each high-frequency word. Point out that the words are the same as those on the cards.

► Oral Vocabulary: “Let’s Explore!” and “The Rabbit and the Coyote”

Objective Develop oral vocabulary

- Form two small groups. Give each group the **Oral Vocabulary Development Cards**, for Set 3 or 4.
- Ask children to sequence the cards, then take turns to orally retell the story to the members of their group.
- Circulate and listen in. Take note of children who need additional support retelling.

Time to Read

► Reread Take-Home Books

Objective Increase reading speed

- Have partners reread the **Take-Home Book** stories for this week on **Practice Book** pages 11–12 and 15–16.
- Circulate and listen in. Take note of children who need additional support.
- Encourage volunteers to read one of the stories to the group. Praise children for their efforts.

► Write

Objective Write letters and a simple sentence

- Use the **Sound-Spelling WorkBoards**. Say each letter, one at a time: *a, b, t, l, i, s, f, m, n, p*. Have children write each letter. Say each sound, one at a time: /a/, /i/, /s/, /f/, /n/, /m/, /b/. Have children write the corresponding letter. Provide immediate feedback.
- Have children write sentences to add to one of this week’s stories. Ask children to use the sentence patterns in the books. Suggest that children illustrate and share their sentences.



Oral Vocabulary Development Cards

Materials

- Oral Vocabulary Development Cards, "Good for You!"
- Practice Book pp. 17, 19–20
- Large Letter Cards: *a, b, d, f, h, i, k, l, m, n, o, p, r, s, t*
- Sound-Spelling Cards: *Camel, Dolphin, Hippo, Octopus, Rose*
- Word Cards: *a, l, like, see, the*
- Sound-Spelling WorkBoards
- hand puppet
- pocket chart

Working with Words

► Phonemic Awareness

Objective Use onset and rime to identify rhyme

Read aloud the following rhyme. Then reread it and invite children to chime in with you.

Mop, mop, mop.
Pop, pop, pop.
Hop, hop, hop,
Until I say STOP!

I Do ■ Use the puppet to show children how to identify rhyme using onset and rime.

- Listen as the puppet says two rhyming words from the poem: *mop, hop*. *Mop* and *hop* rhyme because they both end with the sounds /op/. Listen: /m/ /op/, *mop*; /h/ /op/, *hop*.

We Do ■ Ask children to say each rhyming word after you in parts: /m/, /op/, *mop*; /h/, /op/, *hop*.

- What is the rhyming part in these two words? Yes, they both end with the sounds /op/.

You Do ■ Tell children that you will say two words. If the words rhyme, they should clap.

- Use these word pairs: *mop, pop*; *not, pot*; *lot, lit*; *map, tap*; *top, tip*; *rod, nod*; *pop, lot*; *cob, Bob*. Point out the rhyming part of each rhyming pair.

► Phonics

Objective Identify initial /o/o, /k/c, /d/d, /h/h, /r/r

Review Sing the Alphabet Song with children as you point to each letter on the alphabet wall frieze. Then show each of the following **Large Letter Cards** as children say each sound: *a, b, f, i, l, m, n, p, s, t*. Mix the cards and repeat.

- I Do** ■ Display the *Octopus* **Sound-Spelling Card**.
- Point to the letter. This is uppercase O. This is lowercase o. The letter o stands for the /o/ sound that you hear at the beginning of *octopus*.
 - Listen for the /o/ sound at the beginning as I say another word: /ooonnn/, *on*.
 - Repeat with the *Camel, Dolphin, Hippo*, and *Rose* **Sound-Spelling Cards**.

- We Do** ■ Show each **Letter Card** o, c, d, h, and r, one at a time.
- Now I will hold up some **Letter Cards**. Say the letter sound after me as I show each card.
 - Provide corrective feedback as needed. Point out how you articulate each sound. For example, show children how your mouth is rounded like the letter o when you make the /o/ sound.
 - Let's try it again. This time I will show the cards faster. I want you to say each letter sound.

- You Do** ■ Now you do it. I will hold up a letter. Say the sound the letter stands for.
- Display each **Letter Card**, one at a time: o, c, d, h, and r. Have children say the sound each letter stands for.
 - Assign **Practice Book** page 17.

Words to Know

► High-Frequency Word: *the*

Objective Read high-frequency words

Review Show each of the following **Word Cards** as children say each word: *I, like, a, see*. Mix the cards and repeat.

- Display **Word Card** *the* in the pocket chart.
- Point to the word *the*. *This is the word the. It is spelled t-h-e. I see the book. What is the word?*
- Have children chorally **read, spell, and write** the word *the*.
- Ask children to say and complete the sentence starter: *I see the ____*. Write the completed sentences on the board.

CORRECTIVE FEEDBACK

Point to and say *the*. *The word is the. Point to the word and say it with me: the. The word is spelled t-h-e.*

► Oral Vocabulary: “Good for You!”

Objective Develop oral vocabulary

Build Background Ask children to share the different kinds of food they like to eat. *Fruits are good for you. They give your body energy. What other kinds of food are good for you?*

- Read the story on **Oral Vocabulary Development Cards**, Set 5, “Good for You!”
- During the first reading, stop to discuss the **Oral Language** prompts on the back of each card. Use the **Define, Example, Ask** routine. Focus on the words *foods, energy, nutritious, pasta, choices*, and *grains*, and the concept of the importance of eating foods that are good for you.
- Check children’s listening comprehension using the **Listening Comprehension, Act It Out**, and **Read the Picture** prompts.

► Fluency

Objective Improve word accuracy

Reread Have children **reread** the previous 2–3 **Take-Home Book** stories from the **Practice Book**. Circulate and listen in.

Time to Read

► Read Take-Home Book 5

Objective Read high-frequency words in connected text

- Write the sentence pattern *I am on the ____* on the board. Read it aloud, and have children repeat. Prompt children to offer possible words to complete the pattern. Tell children that today’s story will contain this pattern.
- **Choral Reading** Read the **Take-Home Book** story on **Practice Book** pages 19–20 together.
- **Independent Reading** Then have children whisper-read the story independently. Listen while children read, offering guidance as necessary.
- **Partner Reading** Finally, ask children to partner-read the story.

► Write

Objective Write letters and a simple sentence

- Use the **Sound-Spelling WorkBoards**. Say each letter, one at a time: *o, a, b, t, l, i, r, c, h, n, d*. Have children write each letter. Say each sound, one at a time: */o/, /a/, /i/, /s/, /d/, /r/, /m/, /p/*. Have children write the corresponding letter. Provide immediate feedback.
- Have children write a sentence using the sentence stem *I see the ____*. Suggest that children illustrate and share their sentences.

ELL As you write the letters, say the letter sound. Guide children to watch your mouth position as you say each sound. Have children repeat each letter sound.



Oral Vocabulary Development Cards

Materials

- Oral Vocabulary Development Cards, "Good for You!"
- Practice Book pp. 18–20
- Large Letter Cards: *a, b, c, d, f, h, i, l, m, n, o, p, r, s, t*
- Word Cards: *a, l, like, see, the*
- Sound-Spelling WorkBoards
- hand puppet
- pocket chart

Working with Words

► Phonemic Awareness

Objective Identify ending sounds

- I Do** ■ Use the puppet to show children how to identify the ending sound in a word.
- Listen as the puppet slowly says these words: *bad, cod, lid, sad*. Listen again to the ending sound. All these words end in the /d/ sound.
- We Do** ■ Ask children to say each word slowly after you: *rod, sad, did, nod, mad*.
- What sound do you hear at the end of each word? Listen closely for the /d/ sound at the end.
- Slowly say each word, emphasizing the ending sound.
- You Do** ■ Tell children that you will say three words. Ask children to say the two words that end in the same sound. Say these words: *sad, rod, hot*.
- Repeat with *lid, not, mad; bib, pop, map; lip, am, Tim; and sit, top, bat*.

► Phonics

Objective Identify initial /o/o, /k/c, /d/d, /h/h, /r/r

Review Show each of the following **Large Letter Cards** as children say each sound: *a, i, b, f, l, m, n, p, s, t*. Mix the cards and repeat.

- I Do** ■ Display **Letter Card** o.
- Point to the letter. This is the letter o. The letter o stands for the /o/ sound as in *on*.
- Listen for the /o/ sound as I say the word again: /ooonnn/, *on*.
- Repeat with **Letter Cards** c, d, h, and r.
- We Do** ■ Now I will show each **Letter Card**. Say the letter sound after me as I show the card.
- Show each **Letter Card**, say the letter sound, and wait for children to respond. Provide corrective feedback as needed.
- Let's try it again. This time I will show the cards faster. I want you to say each letter sound.
- You Do** Now you do it. I will hold up a letter. Say the sound the letter stands for.
- Display each **Letter Card**, one at a time: c, d, h, o, and r. Have children say the sound each letter stands for.
- Assign **Practice Book** page 18.

ELL Make the /o/ sound and point out correct mouth position. Have children repeat. Then, as children practice words in this lesson with /o/o, review the meanings of words that can be demonstrated in a concrete way.

Words to Know

► High-Frequency Word: *the*

Objective Read high-frequency words

Review Show each of the following **Word Cards** as children say each word: *I, like, a, see*. Mix the cards and repeat.

- Display **Word Card** *the* in the pocket chart.
- Point to the word *the*. *This is the word the. It is spelled t-h-e. I am on the bus. What's the word?*
- Have children chorally **read, spell, and write** the word *the*.
- Ask children to say and complete the sentence starter: *I am on the ____*. Write the completed sentences on the board.

CORRECTIVE FEEDBACK

Point to and say *the*. *The word is the. Point to the word and say it with me: the. What are the letters in this word? Yes, the word the is spelled t-h-e.*

► Oral Vocabulary: "Good for You!"

Objective Develop oral vocabulary

Build Background Ask children to think about foods that are nutritious and foods that are not. *What happens if you do not eat nutritious foods? How will that make you feel?*

- Read the story on **Oral Vocabulary Development Cards**, Set 5, "Good for You!"
- During this reading, stop after each card, and ask children to orally **retell** that part of the story in their own words.
- Then display all four cards in random order. Have children place the cards in sequence. Then use the prompts on the back of the last card to help children **retell** the story.

► Fluency

Objective Improve word accuracy

Reread Have children **reread** the previous 2–3 **Take-Home Book** stories from the **Practice Book**. Circulate and listen in.

Time to Read

► Read Take-Home Book 5

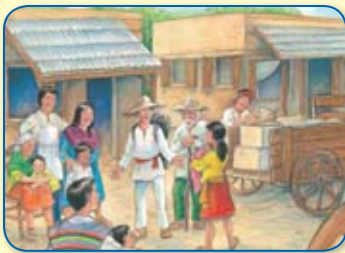
Objective Read high-frequency words in connected text

- Write the sentence pattern *I am on the ____* on the board for review. Read it aloud, and have children repeat. Prompt children to offer possible words to complete the pattern. Encourage them to recall sentences from the story. Write their suggested sentences on the board.
- **Echo Reading** Read each page of the **Take-Home Book** story on **Practice Book** pages 19–20. Have children read each sentence after you, using the same pace and intonation.
- **Partner Reading** Finally, ask children to partner-read the story. Circulate and listen in.

► Write

Objective Write letters and a simple sentence

- Use the **Sound-Spelling WorkBoards**. Say each letter, one at a time: *o, a, b, t, l, i, r, c, h, n, d*. Have children write each letter. Say each sound, one at a time: */o/, /a/, /i/, /s/, /d/, /r/, /m/, /p/*. Have children write the corresponding letter. Provide immediate feedback.
- Have children write sentences using the sentence stem *I am on the ____*. Suggest that children illustrate and share their sentences.



Oral Vocabulary Development Cards

Materials

- Oral Vocabulary Development Cards, "Peso Soup"
- Practice Book pp. 21, 23–24
- Sound-Spelling WorkBoards
- Large Letter Cards: *a, b, c, d, f, h, i, l, m, n, o, p, r, s, t*
- Word Cards: *a, l, like, see, the*
- hand puppet
- markers or counters
- pocket chart

Working with Words

► Phonemic Awareness

Objective Blend phonemes

- I Do**
- Use the puppet to model blending sounds.
 - Listen as the puppet says some words sound by sound. Then listen as the puppet strings together these sounds: /m/ /o/ /p/, /mmmooop/, *mop*; /n/ /o/ /t/, /nnnooot/, *not*.
 - Add motions, such as stretching an imaginary rubber band, as you "sing" the sounds.
- We Do**
- Say the words *mop* and *not* aloud again. Let's say these words together as we stretch the sounds. Repeat after me: *mop*, /mmmooop/, *mop*; *not*, /nnnooot/, *not*.
 - Repeat with *top*, *hop*, *hot*, and *dot*.
- You Do**
- Model how to place markers in the sound boxes on the **Sound-Spelling WorkBoards** for the word *mop*. Place one marker in each box as you say the sound: /m/ (place marker in first box), /o/ (place marker in second box), /p/ (place marker in third box).
 - Ask children to orally blend the phonemes as you point to each marker. Then have children repeat using their own markers and sound boxes.
 - Continue with the words *not*, *top*, *hop*, *hot*, *dot*.

► Phonics

Objective Blend words

Review Show each of the following **Large Letter Cards** as children say each sound: *a, b, c, d, f, h, i, l, m, n, o, p, r, s, t*. Mix the cards and repeat.

- I Do**
- Display **Letter Card o**.
 - The name of this letter is *o*. The letter *o* can stand for the /o/ sound as in *on*. What is this letter? What is the sound it can stand for?
 - Repeat for *n*.
 - Write the word *on* on the board. Listen as I blend the sounds /o/ and /n/ together to read the word *on*.
 - Run your finger under the letters as you blend the sounds: /ooonnn/. Then say the word. What is the word?
- We Do**
- Write the word *on* on your **Sound-Spelling WorkBoards**. Point to the letter *o*. What sound does it stand for? Point to the letter *n*. What sound does it stand for?
 - Now run your finger under the letters as you string together the sounds. Do it with me: /ooonnn/. What's the word?
- You Do**
- Now it's your turn to try it. Read the word to a partner. Show your partner how you string together the sounds as you read the word.
 - Have children write the word *on*. Ask them to spell and read the word aloud.
 - Assign **Practice Book** page 21.

CORRECTIVE FEEDBACK

If children have difficulty blending the sounds, point to the letter *o*. What is this sound? Point to the letter *n*. What is this sound? Listen as I blend the sounds: /ooonnn/. Now it's your turn: /ooonnn/. What's the word?

Words to Know

► High-Frequency Word: *the*

Objective Read high-frequency words

Review Show each of the following **Word Cards** as children say each word: *I, like, a, see, the*. Mix the cards and repeat.

- Display **Word Card** *the* in the pocket chart.
- Point to the word *the*. *This is the word the. It is spelled t-h-e. The elephant is big. What's the word?*
- Have children chorally **read, spell, and write** the word *the*.
- Ask children to write the word *the* on their **Sound-Spelling WorkBoards** as they spell it aloud.

► Oral Vocabulary: "Peso Soup"

Objective Develop oral vocabulary

Build Background Ask children to think about a time they worked with others to get something done. *How did it make you feel to work together with others? Was it more fun than if you had worked by yourself? Why?*

- Read the story on **Oral Vocabulary Development Cards**, Set 6, "Peso Soup."
- During the first reading, stop to discuss the **Oral Language** prompts on the back of each card. Use the **Define, Example, Ask** routine. Focus on the words and phrases *journey, bread, well, beans, ears of corn*, and *in an instant*, and the concept of working together.
- Check children's listening comprehension using the **Listening Comprehension, Act It Out**, and **Read the Picture** prompts.

► Fluency

Objective Improve word accuracy

Reread Have children **reread** the previous 2–3 **Take-Home Book** stories from the **Practice Book**. Circulate and listen in.

Time to Read

► Read Take-Home Book 6

Objective Read high-frequency words in connected text

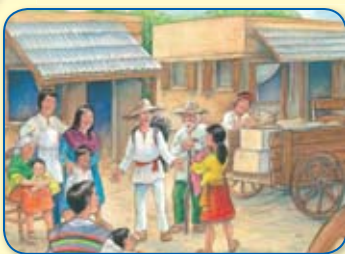
- Write the following sentence patterns on the board: *I see the _____. It is on a _____. Read the sentences aloud, and have children repeat. Prompt children to offer possible words to complete the patterns. Tell children that today's story will contain these patterns.*
- **Choral Reading** Read the **Take-Home Book** story on **Practice Book** pages 23–24 together.
- **Independent Reading** Then have children whisper-read the story independently. Listen while children read, offering guidance as necessary.
- **Partner Reading** Finally, ask children to partner-read the story.

ELL Read the story aloud, one page at a time. Guide children to read each page after you. Provide corrective feedback as needed.

► Write

Objective Write letters and a simple sentence

- Use the **Sound-Spelling WorkBoards**. Say each letter, one at a time: *o, a, b, t, l, i, r, c, h, n, d*. Have children write each letter. Say each sound, one at a time: */o/, /a/, /i/, /s/, /d/, /r/, /m/, /p/*. Have children write the corresponding letter. Provide immediate feedback.
- Have children write a sentence using the sentence stem *The _____ is big*. Suggest that children illustrate and share their sentences.



Oral Vocabulary Development Cards

Materials

- Oral Vocabulary Development Cards, "Peso Soup"
- Practice Book pp. 22–24
- Large Letter Cards: *a, b, c, d, f, h, i, l, m, n, o, p, r, s, t*
- Sound-Spelling WorkBoards
- Word Cards: *a, l, like, see, the*
- hand puppet
- markers or counters
- pocket chart

Working with Words

► Phonemic Awareness

Objective Isolate phonemes

- I Do**
- Use the puppet to model segmenting sounds.
 - Listen as the puppet says some words sound by sound: *mop*, /m/ /o/ /p/, *mop*; *not*, /n/ /o/ /t/, *not*.
 - Now listen as the puppet says these words and then the first sound in each word: *mop*, /m/; *not*, /n/.
- We Do**
- Say the words *mop* and *not* aloud again. Let's say these words together, sound by sound. Repeat after me: *mop*, /m/ /o/ /p/, *mop*; *not*, /n/ /o/ /t/, *not*.
 - Now let's say these words and then the last sound in each word: *mop*, /p/; *not*, /t/.
 - Repeat with *top*, *hop*, *hot*, and *dot*. Have children practice isolating each sound in the words; then have them practice isolating the first sound and the last sound in each word.
- You Do**
- Use the sound boxes on your **Sound-Spelling WorkBoards**. I will say some words. If you hear the /d/ sound at the beginning of a word, place a marker in the first box; if you hear the /d/ sound at the end, place a marker in the last box.
 - Say these words, one at a time: *dog*, *dip*, *had*, *Don*, *rod*, *lid*, *bad*, *dim*, *dad*. Provide corrective feedback. Point out that the word *dad* requires two markers, as it has the /d/ sound both at the beginning and at the end.

ELL Make the /o/ sound and point out correct mouth position. Have children repeat. Do the same for the /n/ sound. Then have children say minimal contrast word pairs, such as *not/pot*, *pop/top*, *Nan/man*, *dot/lot*, *Pam/pan*, *rod/nod*.

► Phonics

Objective Blend words

Review Show each of the following **Large Letter Cards** as children say each sound: *a, b, c, d, f, h, i, l, m, n, o, p, r, s, t*. Mix the cards and repeat.

- I Do**
- Write the word *on* on the board. Let's review how we string together sounds to read words. Listen as I blend the sounds /o/ and /n/ together to read the word *on*.
 - Run your finger under the letters as you blend the sounds: /oonnn/. Then say the word. What is the word?
- We Do**
- Write the word *on* on your **Sound-Spelling WorkBoards**. Point to the letter *o*. What sound does it stand for? Point to the letter *n*. What sound does it stand for?
 - Blend the sounds with me: /oonnn/. What's the word?
 - Now write the word *in* on your **WorkBoard**. Point to the letter *i*. What sound does it stand for? Blend the sounds with me: /iinnn/, *in*.
- You Do**
- Now it's your turn to try it. Read the words *on* and *in* to a partner. Show your partner how you string together the sounds as you read the words.
 - Have children write the words *on* and *in*. Ask them to spell and read the words aloud.
 - Assign **Practice Book** page 22.

CORRECTIVE FEEDBACK

If children have difficulty reading the word *on*, say: *This word is on. Listen as I blend the sounds.* Point to each letter as you stretch the sounds. Then say the word as a whole. *What's the word?* Repeat the procedure with children joining in.

Words to Know

► High-Frequency Word: *the*

Objective Read high-frequency words

Review Show each of the following **Word Cards** as children say each word: *I, like, a, see, the*. Mix the cards and repeat.

- Display **Word Card** *the* in the pocket chart.
- Point to the word *the*. *This is the word the. It is spelled t-h-e. It is on the table. What's the word?*
- Have children chorally **read, spell, and write** the word *the*.
- Ask children to say and complete the sentence frame: *I see a _____ on the _____*. Write the completed sentences on the board.

► Oral Vocabulary: "Peso Soup"

Objective Develop oral vocabulary

Build Background Ask children to share reasons why they enjoy working together.

- Reread the story on **Oral Vocabulary Development Cards**, Set 6, "Peso Soup."
- During this reading, stop after each card and ask children to retell that part of the story in their own words.
- Then display all four cards in random order. Have children place the cards in sequence. Then use the prompts on the back of the last card to help children retell the story.

► Fluency

Objective Improve word accuracy

Reread Have children **reread** the previous 2–3 **Take-Home Book** stories from the **Practice Book**. Circulate and listen in.

Time to Read

► Read Take-Home Book 6

Objective Read high-frequency words in connected text

- Write the following sentence patterns on the board: *I see the _____*. *It is on a _____*. Read the sentences aloud, and have children repeat. Prompt children to offer possible words to complete the patterns. Write their suggestions on the board.
- **Echo Reading** Read each page of the **Take-Home Book** story on **Practice Book** pages 23–24. Have children read each sentence after you, using the same pace and intonation.
- **Partner Reading** Finally, ask children to partner-read the story. Circulate and listen in.

► Write

Objective Write letters and a simple sentence

- Use the **Sound-Spelling WorkBoards**. Say each letter, one at a time: *o, a, b, t, l, i, r, c, h, n, d*. Have children write each letter. Say each sound, one at a time: */o/, /a/, /i/, /s/, /d/, /r/, /m/, /p/*. Have children write the corresponding letter. Provide immediate feedback.
- Have each child write a sentence using the sentence stem *It is on the _____*. Suggest that children illustrate and share their sentences.



Oral Vocabulary Development Cards

Materials

- Oral Vocabulary Development Cards, "Good for You!" and "Peso Soup"
- Practice Book pp. 19–20, 23–24
- Sound-Spelling WorkBoards
- Large Letter Cards: *a, b, C, c, D, d, f, H, h, i, l, m, n, O, o, p, R, r, s, t*
- Word Cards: *a, l, like, see, the*
- hand puppet
- markers or counters
- pocket chart

Working with Words

► Phonemic Awareness

Objective Segment syllables

- I Do** ■ Use the puppet to model segmenting words by syllables.
- A syllable is a word part. Each syllable has one vowel sound. I will say the word, then break it apart syllable by syllable. Listen: *absent, ab-sent; fantastic, fan-tas-tic; unusual, un-u-su-al*.

We Do Now it's your turn. Say each word after me syllable by syllable. Put your hand underneath your chin. Count how many times your chin drops as you say the word. That's the number of syllables. Okay, let's try it together: *absent, ab-sent; fantastic, fan-tas-tic; unusual, un-u-su-al*.

- You Do** ■ Use the sound boxes on your **Sound-Spelling WorkBoards**. I will say some words. Drag one marker onto the boxes for each syllable you hear.
- Say these words one at a time: *absent, fantastic, unusual, pretzel, remember, monster*. Provide corrective feedback.

► Phonics

Objective Identify initial /o/o, /k/c, /d/d, /h/h, /r/r

Review Sing the Alphabet Song with children as you point to each letter on the alphabet wall frieze. Then show each of the following **Large Letter Cards** as children say each sound: *a, i, o, b, c, d, f, h, l, m, n, p, r, s, t*. Mix the cards and repeat.

- I Do** ■ Place **Letter Cards** *O, o, C, c, D, d, H, h, R, r* and *r* facedown on the desk.
- Select a card, hold it up, then say the letter sound and a word that begins with the sound. For the letter *h*, for example, say /h/, *hat*.

We Do Now it's your turn. Choose a card, hold it up, and say the letter sound. Then give the card to another classmate. That person must say a word that begins with the sound.

You Do Place the uppercase and lowercase **Letter Cards** facedown on the desk. Use the cards to play a game of Concentration with children. When children make a match, they must state the name of the letter, its sound, and a word beginning with the sound in order to keep the cards.

Words to Know

► High-Frequency Word: *the*

Objective Identify high-frequency words

Review Show each of the following **Word Cards** as children say each word: *I, like, a, see, the*. Mix the cards and repeat.

- Display **Word Card** *the* in the pocket chart.
- Have children chorally **read, spell, and write** the word *the*.
- Ask children to underline the word *the* in their **Take-Home Book** stories for this week on **Practice Book** pages 19–20 and 23–24.

ELL Guide children in a choral reading of the **Take-Home Book** story, pausing at each high-frequency word. Point out that the words are the same as those on the cards.

► Oral Vocabulary: “Good for You!” and “Peso Soup”

Objective Develop oral vocabulary

- Form two small groups. Give each group the **Oral Vocabulary Development Cards** for Set 5 or 6. Ask children to sequence the cards, then take turns to orally retell the story to the members of their group.
- Circulate and listen in. Take note of children needing additional support **retelling**.

Time to Read

► Reread Take-Home Books

Objective Increase reading speed

- Have partners reread this week’s **Take-Home Book** stories on **Practice Book** pages 19–20 and 23–24.
- Circulate and listen in. Take note of children needing additional support.
- Encourage volunteers to read one of the stories to the group. Praise children for their efforts.

► Write

Objective Write letters and a simple sentence

- Use the **Sound-Spelling WorkBoards**. Say each letter, one at a time: *o, a, b, t, l, i, r, c, h, n, d*. Have children write each letter. Say each sound, one at a time: /o/, /a/, /i/, /s/, /d/, /r/, /m/, /p/. Have children write the corresponding letter. Provide immediate feedback.
- Have each child write a sentence to add to one of the books from this week. Ask children to use the sentence stem in the book. Suggest that children illustrate and share their sentences.



Oral Vocabulary Development Cards

Materials

- Oral Vocabulary Development Cards, "How Do We Get Around?"
- Practice Book pp. 25, 27–28
- Large Letter Cards: *a, b, c, d, e, f, g, h, i, k, l, m, n, o, p, r, s, t, w, z*
- Sound-Spelling Cards: *Egg, Guitar, Koala, Window, Zipper*
- Sound-Spelling WorkBoards
- Word Cards: *a, can, I, like, see, the*
- pocket chart
- hand puppet

Working with Words

► Phonemic Awareness

Objective Use onset and rime to identify rhyme

Read aloud the following rhyme. Then reread it and invite children to chime in with you.

I see ten men.
There's Ben and Ken,
and Zack and Mack.
There's Ralph and Glen,
And Rodney Black.
There's Phil and Bill,
And Mr. Wills.
But not one of them
Is named Joe Jack!

- I Do**
- Use the puppet to show children how to use onset and rime to identify rhyme.
 - Listen as the puppet says two rhyming words from the poem: *men, Ken*. The words *men* and *Ken* rhyme because they both end in the sounds /en/. Listen: /m/ /en/, *men*; /k/ /en/, *Ken*.

- We Do**
- Ask children to say each rhyming word after you in parts: /m/ /en/, *men*; /k/ /en/, *Ken*.
 - What is the rhyming part in these two words?

- You Do**
- Tell children that you will say two words. If the words rhyme, they should clap.
 - Use these word pairs and others: *Ben, hen; get, let; mop, map; bell, sell; bed, bad; neck, peck*. Point out the rhyming part of each rhyming pair.

► Phonics

Objective Identify initial /e/e, /g/g, /k/k, /w/w, /z/z

Review Sing the Alphabet Song with children as you point to each letter on the alphabet wall frieze. Then show each of the following **Large Letter Cards** as children say each sound: *a, i, o, b, c, d, f, h, l, m, n, p, r, s, t*. Mix the cards and repeat.

- I Do**
- Display the *Egg Sound-Spelling Card*.
 - Point to the letter. This is uppercase *E*. This is lowercase *e*. The letter *e* stands for the /e/ sound that you can hear at the beginning of *egg*.
 - Listen for the /e/ sound as I say the word again: /eeeg/, *egg*.
 - Repeat with the *Guitar, Koala, Window, and Zipper Sound-Spelling Cards*.

- We Do**
- Show each **Letter Card** *e, g, k, w, and z*, one at a time.
 - Now I will hold up a **Letter Card**. Say the letter sound after me as I show the card.
 - Provide corrective feedback as needed.
 - Let's try it again. This time I will show the cards faster. I want you to say each letter sound.

- You Do**
- Now you do it. I will hold up a letter. Say the sound the letter stands for.
 - Display each **Letter Card**, one at a time: *e, g, k, w, and z*. Have children say the sound each letter stands for.
 - Assign **Practice Book** page 25.

CORRECTIVE FEEDBACK

If children have difficulty remembering letter-sounds, have them write each letter multiple times on their **Sound-Spelling WorkBoards**. Ask them to say each sound.

Words to Know

► High-Frequency Word: *can*

Objective Read high-frequency words

Review Show each of the following **Word Cards** as children say each word: *I, like, a, see, the*. Mix the cards and repeat.

- Display **Word Card** *can* in the pocket chart.
- Point to the word *can*. *This is the word can. It is spelled c-a-n. I can see the book. What's the word?*
- Have children chorally **read, spell, and write** the word *can*.
- Ask children to say and complete the sentence starter: *I can _____*. Write the completed sentences on the board.

CORRECTIVE FEEDBACK

Point to and say *can*. *The word is can. Point to the word and say it with me: can. The last sound in can is /n/. The last letter in can is n.*

► Oral Vocabulary: "How Do We Get Around?"

Objective Develop oral vocabulary

Build Background Ask children to think about all the different ways to get from one place to another. *I drive a car to school and I walk to the store. What are some other ways that people get around?*

- Read the story on **Oral Vocabulary Development Cards**, Set 7, "How Do We Get Around?"
- During the first reading, stop to discuss the **Oral Language** prompts on the back of each card. Use the **Define, Example, Ask** routine. Focus on the words *faster, goods, travel, larger, transportation*, and *easiest*, and the concept of getting around.
- Check children's listening comprehension using the **Listening Comprehension, Act It Out**, and **Read the Picture** prompts.

► Fluency

Objective Improve word accuracy

Reread Have children reread the previous 2–3 **Take-Home Book** stories from the **Practice Book**. Circulate and listen in.

Time to Read

► Read Take-Home Book 7

Objective Read high-frequency words in connected text

- Write the following sentence pattern on the board: *I am Ed. I like _____*. Read the sentences aloud, and have children repeat. Prompt children to offer possible words to complete the pattern. Tell children that today's story will contain this pattern.
- **Choral Reading** Read the **Take-Home Book** story on **Practice Book** pages 27–28 together.
- **Independent Reading** Then have children whisper-read the story independently. Listen while children read, offering guidance as necessary.
- **Partner Reading** Finally, ask children to partner-read the story.

► Write

Objective Write letters and a simple sentence

- Use the **Sound-Spelling WorkBoards**. Say each letter, one at a time: *o, a, b, k, z, e, t, l, i, r, c, h, n, g, w, d*. Have children write each letter. Say each sound, one at a time: */e/, /a/, /i/, /o/, /g/, /z/, /w/, /k/, /d/, /r/, /s/, /f/*. Have children write the corresponding letter. Provide immediate feedback.
- Have each child write a sentence using the sentence stem *I am Ed. I like _____*. Suggest that children illustrate and share their sentences.

ELL As you write the letters, say the letter sound. Guide children to watch your mouth position as you say each sound. Have children repeat each letter sound.



Oral Vocabulary Development Cards

Materials

- Oral Vocabulary Development Cards, "How Do We Get Around?"
- Practice Book pp. 26–28
- Large Letter Cards: *a, b, c, d, e, f, g, h, i, k, l, m, n, o, p, r, s, t, w, z*
- Word Cards: *a, can, I, like, see, the*
- Sound-Spelling WorkBoards
- hand puppet
- pocket chart

Working with Words

► Phonemic Awareness

Objective Identify ending sounds

- I Do** ■ Use the puppet to show children how to identify ending sounds.
- Listen as the puppet slowly says these words: *bag, leg, rag, egg*. Listen again to the ending sound. All these words end with the /g/ sound.
- We Do** ■ Ask children to say each word slowly after you: *bag, leg, rag, egg*.
- What sound do you hear at the end of each word? Listen closely for the /g/ sound at the end.
- Slowly say each word, emphasizing the ending sound.
- You Do** ■ Tell children that you will say three words. Ask children to say the two words that end in the same sound. Say these words: *bag, beg, sad*.
- Repeat with *hot, rag, leg; sick, buzz, rock; bat, red, hid*; and *hat, get, wig*.

► Phonics

Objective Identify initial /e/e/, /g/g/, /k/k/, /w/w/, /z/z/

Review Show each of the following **Large Letter Cards** as children say each sound: *a, i, o, e, b, c, d, f, g, h, k, l, m, n, p, r, s, t, w, z*. Mix the cards and repeat.

- I Do** ■ Display **Letter Card e**.
- Point to the letter. This is the letter *e*. The letter *e* stands for the /e/ sound that you can hear at the beginning of *egg*.
- Listen for the /e/ sound as I say the word again: /eeeg/, *egg*.
- Repeat with **Letter Cards g, k, w, and z**.
- We Do** ■ Now I will hold up each **Letter Card**. Say the letter sound after me as I show the card.
- Show each **Letter Card**, say the letter sound, and wait for children to respond. Provide corrective feedback as needed.
- Let's try it again. This time I will show the cards faster. Say each letter sound.
- You Do** ■ Now you do it. I will hold up a letter. Say the sound the letter stands for.
- Display each **Letter Card**, one at a time: *g, k, w, and z*. Have children say the sound each letter stands for.
- Assign **Practice Book** page 26.

ELL Make the /e/ sound and point out correct mouth position. Have children repeat. Then, as children practice words in this lesson with /e/e/, review the meanings of words that can be demonstrated in a concrete way.

Words to Know

► High-Frequency Word: *can*

Objective Read high-frequency words

Review Show each of the following **Word Cards** as children say each word: *I, like, a, see, the*. Mix the cards and repeat.

- Display **Word Card** *can* in the pocket chart.
- Point to the word *can*. *This is the word can. It is spelled c-a-n. I can run fast. What's the word?*
- Have children chorally **read, spell, and write** the word *can*.
- Ask children to say and complete the sentence starter: *Can you ____?* Write the completed sentences on the board.

CORRECTIVE FEEDBACK

Point to and say *can*. *The word is can. Point to the word and say it with me: can. What is a word that rhymes with can?*

► Oral Vocabulary: "How Do We Get Around?"

Objective Develop oral vocabulary

Build Background Ask children to think about all the forms of transportation they've experienced.

What is your favorite way to get around? Why?

- Read the story on **Oral Vocabulary Development Cards**, Set 7, "How Do We Get Around?"
- During this reading, stop after each card, and ask children to orally retell that part of the story in their own words.
- Then display all four cards in random order. Have children place the cards in sequence. Then use the prompts on the back of the last card to help children **retell** the story.

► Fluency

Objective Improve word accuracy

Reread Have children reread the previous 2–3 **Take-Home Book** stories from the **Practice Book**. Circulate and listen in.

Time to Read

► Read Take-Home Book 7

Objective Read high-frequency words in connected text

- Write the following sentence pattern on the board: *I am Ed. I like ____*. Read the sentences aloud, and have children repeat. Prompt children to offer possible words to complete the pattern. Encourage them to recall sentences from the story. Write their suggested sentences on the board.
- **Echo Reading** Read each page of the **Take-Home Book** story on **Practice Book** pages 27–28. Have children read each sentence after you, using the same pace and intonation.
- **Partner Reading** Finally, ask children to partner-read the story. Circulate and listen in.

► Write

Objective Write letters and a simple sentence

- Use the **Sound-Spelling WorkBoards**. Say each letter, one at a time: *o, a, i, e, w, r, d, g, s, m, k, z, p*. Have children write each letter. Say each sound, one at a time: */e/, /o/, /i/, /a/, /w/, /g/, /z/, /s/, /k/, /m/, /p/*. Have children write the corresponding letter. Provide immediate feedback.
- Have children write a sentence using the sentence stem *I like ____*. Suggest that children illustrate and share their sentences.



Oral Vocabulary Development Cards

Materials

- Oral Vocabulary Development Cards, "John Henry"
- Practice Book pp. 29, 31–32
- Sound-Spelling WorkBoards
- Large Letter Cards: *a, b, c, d, e, f, g, h, i, k, l, m, n, o, p, r, s, t, w, z*
- Word Cards: *a, can, I, like, see, the*
- hand puppet
- markers or counters
- pocket chart

Working with Words

► Phonemic Awareness

Objective Blend phonemes

- I Do**
- Use the puppet to model blending sounds.
 - Listen as the puppet says some words sound by sound. Then listen as the puppet strings together these sounds: /r/ /e/ /d/, /rrreeed/, red; /l/ /e/ /d/, /llleed/, led.
 - Add motions, such as stretching an imaginary rubber band, as you "sing" the sounds.
- We Do**
- Say the words *red* and *led* aloud again. Let's say these words together as we stretch the sounds. Repeat after me: red, /rrreeed/, red; led, /llleed/, led.
 - Repeat with *set*, *let*, *sell*, and *fell*.
- You Do**
- Model how to place markers in the sound boxes on the **Sound-Spelling WorkBoards** for the word *red*. Place one marker in each box as you say the sound: /r/ (place marker in first box), /e/ (place marker in second box), /d/ (place marker in third box).
 - Ask children to orally blend the phonemes as you point to each marker.
 - Repeat with the words *led*, *set*, *let*, *sell*, and *fell*.

► Phonics

Objective Blend words

Review Show each of the following **Letter Cards** as children say each sound: *a, o, i, e, b, c, d, f, g, h, k, l, m, n, p, r, s, t, w, z*. Mix the cards and repeat.

- I Do**
- Display **Letter Card e**.
 - The name of this letter is *e*. The letter *e* can stand for the /e/ sound as in the boy's name *Ed*. What is this letter? What is the sound it stands for?
 - Repeat for *d*.
 - Write the word *Ed* on the board. Listen as I blend the sounds /e/ and /d/ together to read the word *Ed*.
 - Run your finger under the letters as you blend the sounds: /eed/. Then say the word. What is the word?
- We Do**
- Write the word *Ed* on your **WorkBoards**. Remember that a name begins with a capital letter. Point to the letter *E*. What sound does it stand for? Point to the letter *d*. What sound does it stand for?
 - Now run your finger under the letters as you string together the sounds. Do it with me: /eed/. What's the word?
- You Do**
- Now it's your turn to try it. Read the word to a partner. Show your partner how you string together the sounds as you read the word.
 - Have children write the word *Ed*. Ask them to spell and read the word aloud.
 - Assign **Practice Book** page 29.

CORRECTIVE FEEDBACK

If children have difficulty blending the sounds, point to the letter *E*. What is this letter sound? Point to the letter *d*. What is this letter sound? Listen as I blend the sounds: /eed/. Now it's your turn: /eed/. What's the word?

Words to Know

► High-Frequency Word: *can*

Objective Read high-frequency words

Review Show each of the following **Word Cards** as children say each word: *I, like, a, see, the, can*. Mix the cards and repeat.

- Display **Word Card** *can* in the pocket chart.
- Point to the word *can*. *This is the word can. It is spelled c-a-n. We can read. What's the word?*
- Have children chorally **read, spell, and write** the word *can*.
- Ask children to write the word *can* on their **Sound-Spelling WorkBoards** as they spell it and read the word aloud.

► Oral Vocabulary: "John Henry"

Objective Develop oral vocabulary

Build Background Ask children if they have ever heard of a tall tale. *A tall tale is a story that uses exaggeration. So instead of saying that a character in a tall tale is tall, the author might describe the character as being taller than the clouds. How would you use exaggeration to describe someone who's fast?*

- Read the story on **Oral Vocabulary Development Cards**, Set 8, "John Henry."
- During the first reading, stop to discuss the **Oral Language** prompts on the back of each card. Use the **Define, Example, Ask** routine. Focus on the words *strongest, railroad, biggest, pebbles, tunnel, and faster*, and the concept of using exaggeration in tall tales.
- Check children's listening comprehension using the **Listening Comprehension, Act It Out**, and **Read the Picture** prompts.

► Fluency

Objective Improve word accuracy

Reread Have children reread the previous 2–3 **Take-Home Book** stories from the **Practice Book**. Circulate and listen in.

Time to Read

► Read Take-Home Book 8

Objective Read high-frequency words in connected text

- Write the following sentence pattern on the board: *I am Ed. I can ____*. Read the sentences aloud, and have children repeat. Prompt children to offer possible words to complete the pattern. Tell children that today's story will contain this pattern.
- **Choral Reading** Read the **Take-Home Book** story on **Practice Book** pages 31–32 together.
- **Independent Reading** Then have children whisper-read the story independently. Listen while children read, offering guidance as necessary.
- **Partner Reading** Finally, ask children to partner-read the story.

ELL Read the story aloud, one page at a time. Guide children to read each page after you. Provide corrective feedback as needed.

► Write

Objective Write letters and a simple sentence

- Use the **Sound-Spelling WorkBoards**. Say each letter, one at a time: *o, e, z, w, a, b, t, l, g, m, k, i, r, c, h, n, d*. Have children write each letter. Say each sound, one at a time: */e/, /o/, /i/, /a/, /g/, /k/, /z/, /w/, /d/, /t/, /f/, /s/, /m/*. Have children write the corresponding letter. Provide immediate feedback.
- Have each child write a sentence using the sentence stem *I can ____*. Suggest that children illustrate and share their sentences.



Oral Vocabulary Development Cards

Materials

- Oral Vocabulary Development Cards, "John Henry"
- Practice Book pp. 30–32
- Sound-Spelling WorkBoards
- Large Letter Cards: *a, b, c, d, e, f, g, h, i, k, l, m, n, o, p, r, s, t, w, z*
- Word Cards: *a, can, I, like, see, the*
- hand puppet
- markers or counters
- pocket chart

Working with Words

► Phonemic Awareness

Objective Isolate phonemes

- I Do**
- Use the puppet to model segmenting sounds.
 - Listen as the puppet says some words sound by sound: *set, /s/ /e/ /t/, set; red, /r/ /e/ /d/, red.*
- We Do**
- Say the words *set* and *red* aloud again. Let's say these words together, sound by sound. Repeat after me: *set, /s/ /e/ /t/, set; red, /r/ /e/ /d/, red.*
 - Repeat with *let, get, ten, and egg*. Point out that *egg* has only two sounds.
- You Do**
- Model how to place markers in the sound boxes on the **Sound-Spelling WorkBoards** for the word *set*. Place one marker in each box as you say the sound: /s/ (place marker in first box), /e/ (place marker in second box), /t/ (place marker in third box).
 - Ask children to repeat using their own markers and **WorkBoards**.
 - Repeat with the words *red, let, get, ten, and egg*.
- ELL** Make the /e/ sound and point out correct mouth position. Have children repeat. Then have children say minimal contrast word pairs, such as *red/bed, pen/pin, led/fed, bed/bad, pet/met*.

► Phonics

Objective Blend words

Review Show each of the following **Large Letter Cards** as children say each sound: *a, i, o, e, b, c, d, f, g, h, k, l, m, n, p, r, s, t, w, z*. Mix the cards and repeat.

- I Do**
- Write the word *Ed* on the board. Let's review how we string together sounds to read words. Listen as I blend the sounds /e/ and /d/ together to read the word *Ed*.
 - Run your finger under the letters as you blend the sounds: /eed/. Then say the word. *What is the word?*
- We Do**
- Write the word *Ed* on your **WorkBoards**. Don't forget that a name begins with a capital letter. Point to the letter *E*. What sound does it stand for? Point to the letter *d*. What sound does it stand for?
 - Now run your finger under the letters as you string together the sounds. Do it with me: /eed/. What's the word?
- You Do**
- Now it's your turn to try it. Read the word to a partner. Show your partner how you string together the sounds as you read the word.
 - Have children write the word *Ed* five times on their **Sound-Spelling WorkBoards**. Ask them to spell and read the word aloud.
 - Assign **Practice Book** page 30.

CORRECTIVE FEEDBACK

If children have difficulty reading the word, say: *This word is Ed. Listen as I blend the sounds.* Point to each letter as you stretch the sounds. Then say the word as a whole. *What's the word?* Repeat the procedure with children joining in.

Words to Know

► High-Frequency Word: *can*

Objective Read high-frequency words

Review Show each of the following **Word Cards** as children say each word: *I, like, a, see, the, can*. Mix the cards and repeat.

- Display **Word Card** *can* in the pocket chart.
- Point to the word *can*. *This is the word can. It is spelled c-a-n. I can jump up and down. What's the word?*
- Have children chorally **read, spell, and write** the word *can*.
- Ask children to say and complete the sentence starter: *Ed can ____*. Write the completed sentences on the board.

► Oral Vocabulary: "John Henry"

Objective Develop oral vocabulary

Build Background Review the concept of exaggeration. Ask children to share examples of times they may have exaggerated when telling about something they did or saw.

- Read the story on **Oral Vocabulary Development Cards**, Set 8, "John Henry."
- During this reading, stop after each card, and ask children to orally retell that part of the story in their own words.
- Then display all four cards in random order. Have children place the cards in sequence. Then use the prompts on the back of the last card to help children retell the story.

► Fluency

Objective Improve word accuracy

Reread Have children reread the previous 2–3 **Take-Home Book** stories from the **Practice Book**. Circulate and listen in.

Time to Read

► Read Take-Home Book 8

Objective Read high-frequency words in connected text

- Write the following sentence pattern on the board: *I am Ed. I can ____*. Read the sentences aloud, and have children repeat. Prompt children to offer possible words to complete the pattern. Write their suggestions on the board.
- **Echo Reading** Read each page of the **Take-Home Book** story on **Practice Book** pages 31–32. Have children read each sentence after you, using the same pace and intonation.
- **Partner Reading** Finally, ask children to partner-read the story. Circulate and listen in.

► Write

Objective Write letters and a simple sentence

- Have each child write one sentence using the sentence stem *Ed can ____*. Suggest that children illustrate and share their sentences.
- Use the **Sound-Spelling WorkBoards**. Say each letter, one at a time: *e, o, g, z, w, k, a, b, t, l, i, r, c, h, n, d*. Have children write each letter. Say each sound, one at a time: */e/, /o/, /i/, /a/, /g/, /d/, /r/, /z/, /s/, /w/, /m/, /p/*. Have children write the corresponding letter. Provide immediate feedback.



Oral Vocabulary Development Cards

Materials

- Oral Vocabulary Development Cards, "How Do We Get Around?" and "John Henry"
- Practice Book pp. 27–28, 31–32
- Word Cards: *a, can, I, like, see, the*
- Large Letter Cards: *a, b, c, d, E, e, f, G, g, h, i, K, k, l, m, n, o, p, r, s, t, W, w, Z, z*
- Sound-Spelling WorkBoards
- hand puppet
- pocket chart

Working with Words

► Phonemic Awareness

Objective Segment syllables

- I Do** ■ Use the puppet to model segmenting words by syllables.
- A syllable is a word part. Each syllable has one vowel sound. I will say the word, then break it apart syllable by syllable. Listen: *pencil, pen-cil; umbrella, um-brel-la; conversation, con-ver-sa-tion*.
- We Do** Now it's your turn. Say each word after me syllable by syllable. Put your hand underneath your chin. Count how many times your chin drops as you say the word. That's the number of syllables. Okay, let's try it together: *pencil, pen-cil; umbrella, um-brel-la; conversation, con-ver-sa-tion*.
- You Do** ■ Use the sound boxes on your **Sound-Spelling WorkBoards**. I will say some words. Drag one marker onto the boxes for each syllable you hear.
- Say these words one at a time: *pencil, umbrella, conversation, contest, photograph, kitten*. Provide corrective feedback.

► Phonics

Objective Identify initial /e/e, /g/g, /k/k, /w/w, /z/z

Review Sing the Alphabet Song with children as you point to each letter on the alphabet wall frieze. Then show each of the following **Large Letter Cards** as children say each sound: *a, i, o, e, b, c, d, f, g, h, k, l, m, n, p, r, s, t, w, z*. Mix the cards and repeat.

- I Do** ■ Place **Letter Cards** *E, e, G, g, K, k, W, w, Z, z* and *z* facedown on the desk.
- Select a card and hold it up. Then say the letter sound and a word that begins with the sound.
- We Do** Now it's your turn. Choose a card, hold it up, and say the letter sound. Then give the card to another classmate. That person must say a word that begins with the sound.
- You Do** Place the uppercase and lowercase letters facedown on the desk. Use the cards to play a game of Concentration with children. When children make a match, they must state the name of the letter, its sound, and a word beginning with the sound in order to keep the cards.

Words to Know

► High-Frequency Word: *can*

Objective Read high-frequency words

Review Show each of the following **Word Cards** as children say each word: *I, like, a, see, the, can*. Mix the cards and repeat.

- Display **Word Card** *can* in the pocket chart.
- Have children chorally **read, spell, and write** the word *can*.
- Ask children to underline the word *can* in their **Take-Home Book** stories for this week on **Practice Book** pages 27–28 and 31–32.

ELL Guide children in a choral reading of the **Take-Home Book** story, pausing at each high-frequency word. Point out that the words are the same as those on the cards.

► Oral Vocabulary: “How Do We Get Around?” and “John Henry”

Objective Develop oral vocabulary

- Form two small groups. Give each group the **Oral Vocabulary Development Cards** for Set 7 or 8.
- Ask children to sequence the cards, then take turns to retell the story to the members of their group.
- Circulate and listen in. Take note of children needing additional support.

Time to Read

► Reread Take-Home Books

Objective Increase reading speed

- Have partners reread the **Take-Home Book** stories for this week on **Practice Book** pages 27–28 and 31–32.
- Circulate and listen in. Take note of children who need additional support.
- Encourage volunteers to read one of the stories to the group. Praise children for their efforts.

► Write

Objective Write letters and a simple sentence

- Use the **Sound-Spelling WorkBoards**. Say each letter, one at a time: *e, g, w, s, a, o, i, z, m, p, r, t*. Have children write each letter. Say each sound, one at a time: */e/, /a/, /i/, /o/, /g/, /d/, /w/, /z/, /r/, /m/, /k/*. Have children write the corresponding letter. Provide immediate feedback.
- Have children each write one sentence to add to one of the books from the week. Ask children to use the sentence stem in the book. Suggest that children illustrate and share their sentences.



Oral Vocabulary Development Cards

Materials

- Oral Vocabulary Development Cards, "Elephants"
- Practice Book pp. 33–35
- Large Letter Cards: *a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, Q, q, r, s, t, u, V, v, w, X, x, Y, y, z*
- Sound-Spelling Cards: *Box, Jump, Queen, Umbrella, Volcano, Yo-yo*
- Sound-Spelling WorkBoards
- Word Cards: *a, can, go, I, like, see, the, you*
- hand puppet

Working with Words

► Phonemic Awareness

Objective Identify rhyme

Read aloud the following rhyme. Then reread it and invite children to chime in with you.

We have fun in the sun.
We can run and play.
We have fun in the sun.
We can swim all day!

- I Do**
- Use the puppet to show children how to use onset and rime to identify rhyme.
 - Listen as the puppet says two rhyming words from the poem: *fun, sun*. The words *fun* and *sun* rhyme because they both end in the sounds /un/. Listen: /f/ /un/, *fun*; /s/ /un/, *sun*.

- We Do**
- Ask children to say each rhyming word after you in parts: /f/ /un/, *fun*; /s/ /un/, *sun*.
 - What is the rhyming part in these two words?

- You Do**
- Tell children that you will say two words. If the words rhyme, they should clap.
 - Use these word pairs and others: *run, fun; bug, bag; bug, rug; hut, cut; wig, wag*. Point out the rhyming part of each rhyming pair.

► Phonics

Objective Identify initial /u/u, /j/j, /kw/qu, /v/v, /y/y, and final /ks/x

Review Sing the Alphabet Song with children as you point to each letter on the alphabet wall frieze. Then show each of the following **Large Letter Cards** as children say each sound: *a, i, o, e, b, c, d, f, g, h, l, m, n, p, r, s, t, w, z*. Mix the cards and repeat.

- I Do**
- Display the *Umbrella* **Sound-Spelling Card**.
 - This is uppercase *U* and lowercase *u*. The letter *u* stands for the /u/ at the beginning of *umbrella* and *up*. Listen for the /u/ sound: /uuup/, *up*.
 - Repeat with *Jump, Queen, Volcano, Box*, and *Yo-yo* **Sound-Spelling Cards**.

- We Do**
- Now I will hold up a **Letter Card**. Say the sound or sounds after me as I show the card.
 - Show **Letter Cards** *Jj, Qq, Vv, Xx*, and *Yy*, one at a time. Say the sound or sounds, and wait for children to respond. Provide corrective feedback as needed. Point out how you articulate each sound or sounds.
 - Let's try it again. This time I will show the cards faster. I want you to say the letter sounds.

- You Do**
- Now you do it. I will hold up a letter. Say the sound or sounds the letter stands for.
 - Display each **Letter Card**, one at a time: *Jj, Qq, Vv, Xx*, and *Yy*. Have children say the sound or sounds each letter stands for.
 - Assign **Practice Book** page 35.

CORRECTIVE FEEDBACK

If children have difficulty remembering letter-sounds, have them write each letter multiple times on their **Sound-Spelling WorkBoards**. Ask them to say the sound of the letter as they write it.

Words to Know

► High-Frequency Words: *go, you*

Objective Read high-frequency words

Review Show each of the following **Word Cards** as children say each word: *I, like, a, see, the, can*. Mix the cards and repeat.

- Display **Word Card** *go*.
- *This is the word go. It is spelled g-o. I go to school. What's the word?*
- Repeat for the word *you*.
- Have children chorally **read, spell, and write** each word.
- Ask children to say and complete the sentence starter: *I go to ____*. Write the completed sentences on the board.

CORRECTIVE FEEDBACK

Point to and say *go*. *The word is go. Point to the word and say it with me: go. The first sound in the word is /g/. The first letter is g.*

► Oral Vocabulary: "Elephants"

Objective Develop oral vocabulary

Build Background Ask children to share what they know about elephants. *Have you ever seen an elephant? Where did you see it?*

- Read the story on **Oral Vocabulary Development Cards**, Set 9, "Elephants."
- During the first reading, stop to discuss the **Oral Language** prompts on the back of each card. Use the **Define, Example, Ask** routine. Focus on the words *heavy, herd, cool, feature, soft*, and *communicate*, and the concept of elephant characteristics.
- Check children's listening comprehension using the **Listening Comprehension, Act It Out**, and **Read the Picture** prompts.

► Fluency

Objective Improve word accuracy

Reread Have children **reread** the previous 2–3 **Take-Home Book** stories from the **Practice Book**. Circulate and listen in.

Time to Read

► Read Take-Home Book 9

Objective Read high-frequency words in connected text

- Write on the board the sentence pattern *A ____ can go up*. Read it aloud, and have children repeat. Prompt children to offer possible words to complete the pattern. Tell children that today's story will contain this pattern.
- **Choral Reading** Read the **Take-Home Book** story on **Practice Book** pages 33–34 together.
- **Independent Reading** Then have children whisper-read the story independently. Listen while children read, offering guidance as necessary.
- **Partner Reading** Finally, ask children to partner-read the story.

► Write

Objective Write letters and a simple sentence

- Use the **Sound-Spelling WorkBoards**. Say each letter, one at a time: *u, e, o, j, k, g, w, v, q, z, x, y, r*. Have children write each letter. Say the sounds, one at a time: */u/, /a/, /o/, /e/, /i/, /j/, /v/, /y/, /ks/*. Have children write the corresponding letter. Provide immediate feedback.
- Have children write a sentence using the sentence stem *A ____ can go up*. Suggest that children illustrate and share their sentences.

ELL As you write the letters, say the letter sound. Guide children to watch your mouth position as you say each sound. Have children repeat each letter sound.



Oral Vocabulary Development Cards

Materials

- Oral Vocabulary Development Cards, "Elephants"
- Practice Book pp. 33–34
- Large Letter Cards: *a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y, z*
- Word Cards: *a, can, go, I, like, see, the, you*
- Sound-Spelling WorkBoards
- hand puppet
- pocket chart

Working with Words

► Phonemic Awareness

Objective Identify medial sounds

- I Do** ■ Use the puppet to show children how to identify medial sounds.
- Listen as the puppet slowly says these words: *rug, bug, luck, cut*. Listen again to the middle sound. All these words have the /u/ sound in the middle.
- We Do** ■ Ask children to say each word slowly after you: *rug, bug, luck, cut*.
- What sound do you hear in the middle of each word? Listen closely for the /u/ sound in the middle.
- Slowly say each word, emphasizing and stretching the middle sound.
- You Do** ■ Tell children that you will say three words. Ask children to say the two words that have the same sound in the middle. Say these words: *bug, run, hat*.
- Repeat with *van, sun, luck; bus, pop, jug; sun, yes, bug*; and *fun, rub, bit*.

► Phonics

Objective Identify initial /u/u, /j/j, /kw/qu, /v/v, /y/y, and final /ks/x

Review Show each **Large Letter Card** for the entire alphabet as children say each sound. Mix the cards and repeat.

- I Do** ■ Display **Letter Card** *u*.
- Point to the letter. This is the letter *u*. The letter *u* stands for the /u/ sound as in *up*.
- Listen for the /u/ sound as I say the word again: /uuup/, *up*.
- Repeat with **Letter Cards** *j, q, v, x*, and *y*. Point out that the letter *q* is almost always followed by the letter *u*, as in *queen, quick, and quiz*.
- We Do** ■ Now I will hold up each **Letter Card**. Say the sound after me as I show the card.
- Show each **Letter Card**, say the sound or sounds, and wait for children to respond. Provide corrective feedback as needed.
- Let's try it again. This time I will show the cards faster. I want you to say the letter sounds.
- You Do** ■ Now you do it. I will hold up a letter. Say the sound or sounds the letter stands for.
- Display each **Letter Card**, one at a time: *j, q, v, x*, and *y*. Have children say the sound or sounds each letter stands for.
- ELL** Make the /u/ sound and point out correct mouth position. Have children repeat. Then, as children practice words in this lesson with /u/u, review the meanings of words that can be demonstrated in a concrete way.

Words to Know

► High-Frequency Words: *go, you*

Objective Read high-frequency words

Review Show each of the following **Word Cards** as children say each word: *I, like, a, see, the, can, go, you*. Mix the cards and repeat.

- Display **Word Card** *you* in the pocket chart.
- Point to the word *you*. *This is the word you. It is spelled y-o-u. You are very nice. What's the word?*
- Repeat for the word *go*.
- Have children chorally **read, spell, and write** each word.
- Ask children to say and complete the sentence starter: *You are ____*. Write the completed sentences on the board.

CORRECTIVE FEEDBACK

Point to and say *you*. *The word is you. Point to the word and say it with me: you. Let's use the word in sentences about each other.*

► Oral Vocabulary: "Elephants"

Objective Develop oral vocabulary

Build Background Ask children to say one word that has to do with elephants. *Does the word tiny have to do with elephants? What about the word huge?*

- Read the story on **Oral Vocabulary Development Cards**, Set 9, "Elephants."
- During this reading, stop after each card, and ask children to orally retell that part of the story in their own words.
- Then display all four cards in random order. Have children place the cards in sequence. Then use the prompts on the back of the last card to help children retell the story.

► Fluency

Objective Improve word accuracy

Reread Have children **reread** the previous 2–3 **Take-Home Book** stories from the **Practice Book**. Circulate and listen in.

Time to Read

► Read Take-Home Book 9

Objective Read high-frequency words in connected text

- Write on the board the sentence pattern *A ____ can go up*. Read it aloud and have children repeat. Prompt children to offer possible words to complete the pattern. Encourage them to recall sentences from the story. Write their suggested sentences on the board.
- **Echo Reading** Read each page of the **Take-Home Book** story on **Practice Book** pages 33–34. Have children read each sentence after you, using the same pace and intonation.
- **Partner Reading** Finally, ask children to partner-read the story. Circulate and listen in.

► Write

Objective Write letters and a simple sentence

- Use the **Sound-Spelling WorkBoards**. Say each letter, one at a time: *u, e, o, a, i, j, z, y, v, x, q, g, k, r*. Have children write each letter. Say each sound, one at a time: */u/, /a/, /i/, /o/, /e/, /j/, /v/, /x/, /q/, /g/, /k/, /r/*. Have children write the corresponding letter. Provide immediate feedback.
- Have each child write a sentence using the sentence stem *I can go ____*. Suggest that children illustrate and share their sentences.



Oral Vocabulary Development Cards

Materials

- Oral Vocabulary Development Cards, "The Blind Men and the Elephant"
- Practice Book pp. 36–38
- Sound-Spelling WorkBoards
- Large Letter Cards: *a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y, z*
- Word Cards: *a, can, go, I, like, see, the, you*
- hand puppet
- markers or counters
- pocket chart

Working with Words

► Phonemic Awareness

Objective Blend phonemes

- I Do**
- Use the puppet to model blending sounds.
 - Listen as the puppet says some words sound by sound. Then listen as the puppet strings together these sounds: /r/ /u/ /n/, /rrruuunnn/, *run*; /f/ /u/ /n/, /fffuunnn/, *fun*.
 - Add motions, such as stretching an imaginary rubber band, as you "sing" the sounds.
- We Do**
- Say the words *run* and *fun* aloud again. Let's say these words together as we stretch the sounds. Repeat after me: *run*, /rrruuunnn/, *run*; *fun*, /fffuunnn/, *fun*.
 - Repeat with *sun*, *rub*, *bus*, and *luck*.
- You Do**
- Model how to place markers in the sound boxes on the **Sound-Spelling WorkBoards** for the word *run*. Place one marker in each box as you say the sound: /r/ (place marker in first box), /u/ (place marker in second box), /n/ (place marker in third box).
 - Ask children to orally blend the phonemes as you point to each marker: /rrruuunnn/.
 - Repeat with the words *fun*, *sun*, *rub*, *bus*, and *luck*.

► Phonics

Objective Blend words

Review Show each of the **Large Letter Cards** for the entire alphabet as children say each sound. Mix the cards and repeat.

- I Do**
- Display **Letter Card** *u*.
 - The name of this letter is *u*. The letter *u* can stand for the /u/ sound as in *up*. What is this letter? What is the sound it stands for?
 - Repeat for *p*.
 - Write the word *up* on the board. Listen as I blend the sounds /u/ and /p/ together to read the word *up*.
 - Run your finger under the letters as you blend the sounds: /uuup/. Then say the word. What is the word?
- We Do**
- Write the word *up* on your **WorkBoards**. Point to the letter *u*. What sound does it stand for? Point to the letter *p*. What sound does it stand for?
 - Now run your finger under the letters as you string together the sounds. Do it with me: /uuup/. What's the word?
- You Do**
- Now it's your turn to try it. Read the word to a partner. Show your partner how you string together the sounds as you read the word.
 - Have children write the word *up* five times on their **Sound-Spelling WorkBoards**. Ask them to spell and read the word aloud.
 - Assign **Practice Book** page 36.

CORRECTIVE FEEDBACK

If children have difficulty blending the sounds, point to the letter *u*. Ask: What is this sound? Point to the letter *p*. Ask: What is this sound? Listen as I blend the sounds: /uuup/. Now it's your turn: /uuup/. What's the word?

Words to Know

► High-Frequency Words: *go, you*

Objective Read high-frequency words

Review Show each of the following **Word Cards** as children say each word: *I, like, a, see, the, can, go, you*. Mix the cards and repeat.

- Display **Word Card** *go* in the pocket chart.
- Point to the word *go*. *This is the word go. It is spelled g-o. I go to lunch at noon. What's the word?*
- Repeat for the word *you*.
- Have children chorally **read, spell, and write** each word.
- Ask children to write the words *go* and *you* on their **Sound-Spelling WorkBoards** as they spell and read the word aloud.

► Oral Vocabulary: "The Blind Men and the Elephant"

Objective Develop oral vocabulary

Build Background Discuss the senses of hearing, sight, smell, taste, and touch with children. *How do your senses help you learn about things?*

- Read the story on **Oral Vocabulary Development Cards**, Set 10, "The Blind Men and the Elephant."
- During the first reading, stop to discuss the **Oral Language** prompts on the back of each card. Use the **Define, Example, Ask** routine. Focus on the words *haste, rough, tusk, smooth, wrinkled*, and *argue*, and the concept of the five senses.
- Check children's listening comprehension using the **Listening Comprehension, Act It Out**, and **Read the Picture** prompts.

► Fluency

Objective Improve word accuracy

Reread Have children **reread** the previous 2–3 **Take-Home Book** stories from the **Practice Book**. Circulate and listen in.

Time to Read

► Read Take-Home Book 10

Objective Read high-frequency words in connected text

- Write the sentence pattern *I can _____. Can you?* on the board. Read it aloud, and have children repeat. Prompt children to offer possible words to complete the pattern. Tell children that today's story will contain this pattern.
- **Choral Reading** Read the **Take-Home Book** story on **Practice Book** pages 37–38 together.
- **Independent Reading** Then have children whisper-read the story independently. Listen while children read, offering guidance as necessary.
- **Partner Reading** Finally, ask children to partner-read the story.

ELL Read the story aloud, one page at a time. Guide children to read each page after you. Provide corrective feedback as needed.

► Write

Objective Write letters and a simple sentence

- Use the **Sound-Spelling WorkBoards**. Say each letter, one at a time: *u, o, a, e, i, j, k, v, w, z, s, q, g, y, x*. Have children write each letter. Say the sounds, one at a time: */u/, /a/, /i/, /o/, /e/, /v/, /y/, /j/*. Have children write the corresponding letter. Provide immediate feedback.
- Have children write a sentence using the sentence stem *Can you _____?* Suggest that children illustrate and share their sentences.



Oral Vocabulary Development Cards

Materials

- Oral Vocabulary Development Cards, "The Blind Men and the Elephant"
- Practice Book pp. 37–38
- Sound-Spelling WorkBoards
- Large Letter Cards: *a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y, z*
- Word Cards: *a, can, go, I, like, see, the, you*
- hand puppet
- markers or counters
- pocket chart

Working with Words

► Phonemic Awareness

Objective Isolate phonemes

- I Do** ■ Use the puppet to model segmenting sounds.
 - Listen as the puppet says some words sound by sound: *fun*, /f/ /u/ /n/, *fun*; *sun*, /s/ /u/ /n/, *sun*.
- We Do** ■ Say the words *fun* and *sun* aloud again. Let's say these words together, sound by sound. Repeat after me: *fun*, /f/ /u/ /n/, *fun*; *sun*, /s/ /u/ /n/, *sun*.
 - Repeat with *run*, *rug*, *rub*, *sub*, and *cut*.
- You Do** ■ Model how to place markers in the sound boxes on the **Sound-Spelling WorkBoards** for the word *fun*. Place one marker in each box as you say the sound: /f/ (place marker in first box), /u/ (place marker in second box), /n/ (place marker in third box).
 - Ask children to repeat using their own markers and sound boxes.
 - Repeat with the words *sun*, *run*, *rug*, *rub*, *sub*, and *cut*.
- ELL** Make the /u/ sound and point out correct mouth position. Have children repeat. Then have children say minimal contrast word pairs, such as *run/rug*, *hut/hat*, *fun/sun*, *bug/big*, *bun/but*.

► Phonics

Objective Blend words

Review Show each of the **Large Letter Cards** for the entire alphabet as children say each sound. Mix the cards and repeat.

- I Do** ■ Write the word *up* on the board. Let's review how we string together sounds to read words. Listen as I blend the sounds /u/ and /p/ together to read the word *up*.
 - Run your finger under the letters as you blend the sounds: /uuup/. Then say the word. What is the word?
- We Do** Write the word *up* on your **WorkBoards**. Point to the letter *u*. What sound does it stand for? Point to the letter *p*. What sound does it stand for? Now run your finger under the letters as you string together the sounds. Do it with me: /uuup/. What's the word?
- You Do** ■ Now it's your turn to try it. Read the word to a partner. Show your partner how you string together the sounds as you read the word.
 - Have children write the word *up* five times on their **Sound-Spelling WorkBoards**. Ask them to spell and read the word aloud.

CORRECTIVE FEEDBACK

If children have difficulty reading the word, say: This word is *up*. Listen as I blend the sounds. Point to each letter as you stretch the sounds. Then say the word as a whole. What's the word? Repeat the procedure with children joining in.

Words to Know

► High-Frequency Words: *go, you*

Objective Read high-frequency words

Review Show each of the following **Word Cards** as children say each word: *I, like, a, see, the, can, go, you*. Mix the cards and repeat.

- Display **Word Card** *you* in the pocket chart.
- Point to the word *you*. *This is the word you. It is spelled y-o-u. You are a great student! What's the word?*
- Repeat for the word *go*.
- Have children chorally **read, spell, and write** each word.
- Ask children to say and complete the sentence starter: *Can you _____?* Write the completed sentences on the board.

► Oral Vocabulary: "The Blind Men and the Elephant"

Objective Develop oral vocabulary

Build Background Ask children to describe an elephant using all of their senses.

- Reread the story on **Oral Vocabulary Development Cards**, Set 10, "The Blind Men and the Elephant."
- During this reading, stop after each card, and ask children to orally retell that part of the story in their own words.
- Then display all four cards in random order. Have children place the cards in sequence. Then use the prompts on the back of the last card to help children retell the story.

► Fluency

Objective Improve word accuracy

Reread Have children **reread** the previous 2–3 **Take-Home Book** stories from the **Practice Book**. Circulate and listen in.

Time to Read

► Read Take-Home Book 10

Objective Read high-frequency words in connected text

- Write the sentence pattern *I can _____*. *Can you?* on the board. Read the sentences aloud, and have children repeat. Prompt children to offer possible words to complete the pattern. Write their suggestions on the board.
- **Echo Reading** Read each page of the **Take-Home Book** story on **Practice Book** pages 37–38. Have children read each sentence after you, using the same pace and intonation.
- **Partner Reading** Finally, ask children to partner-read the story. Circulate and listen in.

► Write

Objective Write letters and a simple sentence

- Use the **Sound-Spelling WorkBoards**. Say each letter, one at a time: *u, o, a, e, i, j, v, x, q, y*. Have children write each letter. Say the sounds, one at a time: */u/, /e/, /i/, /a/, /o/, /y/, /j/, /v/, /x/, /q/, /y/*. Have children write the corresponding letter. Provide immediate feedback.
- Have children each write a sentence using the sentence stem *I can _____*. *Can you?* Suggest that children illustrate and share their sentences.



Oral Vocabulary Development Cards

Materials

- Oral Vocabulary Development Cards, "Elephants" and "The Blind Men and the Elephant"
- Practice Book pp. 33–34, 37–38
- Assessment Book
- Sound-Spelling WorkBoards
- Large Letter Cards: *a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, U, u, V, v, w, X, x, Y, y, z*
- Word Cards: *a, can, go, I, like, see, the, you*
- hand puppet
- markers or counters
- pocket chart

Working with Words

► Phonemic Awareness

Objective Segment syllables

- I Do** ■ Use the puppet to model segmenting words by syllables.
- A syllable is a word part. Each syllable has one vowel sound. I will say the word, then break it apart syllable by syllable. Listen closely: *subtract, sub-tract; butterfly, but-ter-fly; independent, in-de-pen-dent*.
- We Do** Now it's your turn. Say each word after me syllable by syllable. Put your hand underneath your chin. Count how many times your chin drops as you say the word. That's the number of syllables. Okay, let's try it together: *subtract, sub-tract; butterfly, but-ter-fly; independent, in-de-pen-dent*.
- You Do** ■ Use the sound boxes on your **Sound-Spelling WorkBoards**. I will say some words. Drag one marker onto the boxes for each syllable you hear.
- Say these words one at a time: *subtract, butterfly, independent, difficult, basket, vacation*. Provide corrective feedback.

► Phonics

Objective Identify initial /u/u, /j/j, /kw/qu, /v/v, /y/y, and final /ks/x

Review Sing the Alphabet Song with children as you point to each letter on the alphabet wall frieze. Then show each **Large Letter Card** as children say each sound. Mix the cards and repeat.

- I Do** Place **Letter Cards** *U, u, J, j, Q, q, V, v, X, x, Y, y* and *y* facedown on the desk. Select a card and hold it up. Then say its sound and a word that begins with the sound.

- We Do** Now it's your turn. Choose a card, hold it up, and say its sound. Then give the card to another classmate. That person must say a word that begins with the sound.

- You Do** Place the uppercase and lowercase **Letter Cards** facedown on the desk. Use the cards to play a game of Concentration with children. When children make a match, they must state the name of the letter, its sound, and a word beginning with the sound in order to keep the cards.

Words to Know

► High-Frequency Words: *go, you*

Objective Read high-frequency words

Review Show each of the following **Word Cards** as children say each word: *I, like, a, see, the, can, go, you*. Mix the cards and repeat.

- Display **Word Cards** *go* and *you* in the pocket chart.
- Have children chorally **read, spell, and write** the words.
- Ask children to underline the word *go* in the **Take-Home Book** stories for this week on **Practice Book** pages 33–34 and 37–38.

ELL Guide children in a choral reading of the **Take-Home Book** story, pausing at each high-frequency word. Point out that the words are the same as those on the cards.

► Oral Vocabulary: “Elephants” and “The Blind Men and the Elephant”

Objective Develop oral vocabulary

- Form two small groups. Give each group the **Oral Vocabulary Development Cards** for Set 9 or 10.
- Ask children to sequence the cards, then take turns to orally retell the story to the members of their group.
- Circulate and listen in. Take note of children needing additional support **retelling**.

Time to Read

► Reread Take-Home Books

Objective Increase reading speed

- Have partners reread the **Take-Home Book** stories for this week on **Practice Book** pages 33–34 and 37–38.
- Circulate and listen in. Take note of children who need additional support.
- Encourage volunteers to read one of the stories to the group.

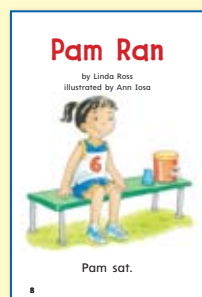
► Write

Objective Write letters and a simple sentence

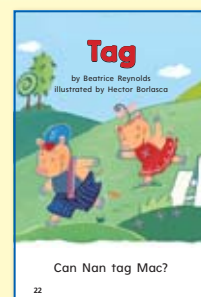
- Use the **Sound-Spelling WorkBoards**. Say each letter, one at a time: *u, a, b, z, o, e, v, j, w, z, x, y*. Have children write each letter. Say the sounds, one at a time: /o/, /a/, /i/, /u/, /e/, /y/, /j/, /v/. Have children write the corresponding letter. Provide immediate feedback.
- Have children write a sentence to add to one of the books for the week. Ask them to use the sentence stem in the book. Suggest that children illustrate and share their sentences.

Assessment

Use the **Letter Naming Fluency** and **Sight Word Fluency** assessments in the **Assessment Book**, pages 29 and 33.



pp. 8–13



pp. 22–27

Working with Words

- Phonemic Awareness
- Phonics

Words to Know

- High-Frequency Words
- Oral Vocabulary
- Build Fluency

Time to Read

- Reading Triumphs
- Comprehension
- Write

Language Arts

- Grammar
- Writing

Assessment

- Informal
- Formal

Week 1, Lessons 1–5

Phonemic Awareness

- Listen for /a/

Phonics

- Introduce Short /a/a
- Review Initial Consonants

High-Frequency Words

- *and, I, jump, not*

Oral Vocabulary

- Movement Words

Fluency

- Word Automaticity; Connected Text

Read

- “Jump!” “Pam Ran,” and “Sam Can Nap”

Strategy: Analyze Story Structure

Skill: Character and Setting

Daily Writing Prompts

Dictation

Grammar

- Sentences
- Mechanics: Sentence Capitalization

Writing

- **Ideas:** Personal Narrative



Phonemic Awareness, Phonics, High-Frequency Words, and Comprehension

- **Weekly Assessment, Assessment Book pp. 64–67**

Week 2, Lessons 6–10

Phonemic Awareness

- Listen for /a/

Phonics

- Review Short /a/a
- Review Initial Consonants

High-Frequency Words

- *go, too, we, up*

Oral Vocabulary

- Game Words

Fluency

- Word Automaticity; Connected Text

Read

- “We Can!” “Tag,” and “At Bat”

Strategy: Analyze Story Structure

Skill: Sequence of Events

Daily Writing Prompts

Dictation

Grammar

- Word Order
- Mechanics: Sentence Punctuation

Writing

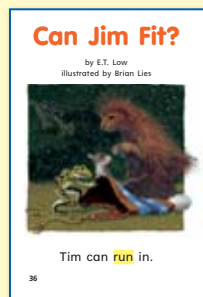
- **Ideas:** Personal Narrative



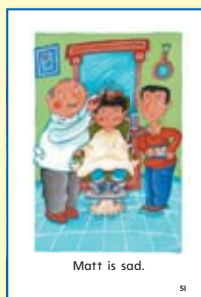
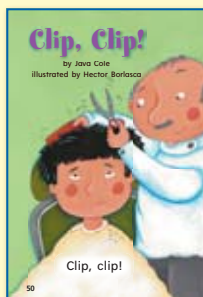
Phonemic Awareness, Phonics, High-Frequency Words, and Comprehension

- **Mid-Unit Assessment, Assessment Book pp. 68–73**

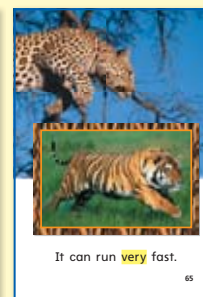
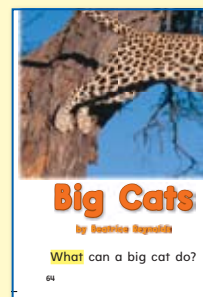
Additional Instruction, Weeks 1–2, pages 26–29



pp. 36–41



pp. 50–55



pp. 64–69

Week 3, Lessons 11–15

Phonemic Awareness

- Listen for /i/

Phonics

- Introduce Short /i/i
- Review Short /a/a

High-Frequency Words

- *run, be, the, play*

Oral Vocabulary

- Play-time Words

Fluency

- Word Automaticity; Connected Text

Read

- “Pig and Cat,” “Can Jim Fit?” and “Big Max”

Strategy: Analyze Story Structure

Skill: Sequence of Events

Daily Writing Prompts

Dictation

Grammar

- Statements
- Mechanics: Sentence Capitalization

Writing

- **Ideas:** Personal Narrative

Quick Check Phonemic Awareness, Phonics, High-Frequency Words, and Comprehension

- **Weekly Assessment, Assessment Book pp. 74–77**

Week 4, Lessons 16–20

Phonemic Awareness

- Listen for /-blends

Phonics

- Introduce /-blends
- Review Short /i/i

High-Frequency Words

- *a, good, do, come*

Oral Vocabulary

- Happy Words

Fluency

- Word Automaticity; Connected Text

Read

- “A Good Cat,” “Clip, Clip!” and “Flag Can Do It”

Strategy: Analyze Story Structure

Skill: Plot

Daily Writing Prompts

Dictation

Grammar

- Questions and Exclamations
- Mechanics: Sentence Punctuation

Writing

- **Voice:** Descriptive

Quick Check Phonemic Awareness, Phonics, High-Frequency Words, and Comprehension

- **Weekly Assessment, Assessment Book pp. 78–81**

Week 5, Lessons 21–25

Phonemic Awareness

- Listen for Final Blends /nd/, /nk/, /nt/, /st/

Phonics

- Introduce Final Blends /nd/-nd, /nk/-nk, /nt/-nt, /st/-st
- Review /-blends

High-Frequency Words

- *little, what, help, very*

Oral Vocabulary

- Size Words

Fluency

- Word Automaticity; Connected Text

Read

- “Little Hank,” “Big Cats,” and “Ants, Ants, Ants!”

Strategy: Analyze Story Structure

Skill: Author’s Purpose

Daily Writing Prompts

Dictation

Grammar

- Writing Sentences
- Mechanics: Sentence Punctuation

Writing

- **Voice:** Descriptive

Quick Check Phonemic Awareness, Phonics, High-Frequency Words, and Comprehension

- **End-of-Unit Assessment, Assessment Book pp. 82–87**

Additional Instruction, Weeks 3–5, pages 66–69



Reading Triumphs

Materials

- Reading Triumphs pp. 6–7
- Practice Book p. 39
- Sound-Spelling WorkBoards
- Large Letter Cards: *a, b, c, h, m, n, s, t*
- Word Cards: *and, l, jump, not*
- hand puppet
- markers or counters
- pocket chart

Working with Words

► Phonemic Awareness

Objective Blend phonemes

Read aloud the following rhyme. Then reread it and invite children to chime in with you:

Bat, bat, come under my hat.
I'll give you a place to take a nap.
Cat, cat, come sit on my mat.
I'll show you a bat under my hat.

I Do Listen as the puppet says words from the rhyme sound by sound. Then listen as the puppet strings together these sounds: /m/ /a/ /t/, /mmaaat/, *mat*; /n/ /a/ /p/, /nnnaap/, *nap*.

We Do ■ Tell children that *mat* has the /a/ sound.
■ Say *mat* again. Let's say this word together: *mat*, /m/ /aaa/ /t/; *mat*. Listen for /a/.
■ Repeat with *cat/sat*, *nap/tap*, and *ran/pan*.

You Do ■ Model how to place markers in the sound boxes on the **Sound-Spelling WorkBoard** for each sound in the word *nap*. Ask children to orally blend the phonemes as you point to each marker.
■ Repeat with *sat*, *bat*, and *ran*.

See **Practice Book** page 39.

CORRECTIVE FEEDBACK

Model how to blend *nap* using onset and rime: /n/ /ap/, /nnn/ /aaap/. Let's say the word *nap* together in this way: /n/ /ap/, *nap*. Now let's blend *nap*: /nnnaap/, *nap*. Continue with *sat*, *bat*, and *ran*.

Quick Check

Can children blend phonemes? If not, use the Additional Instruction on pp. 26–29.

► Phonics

Objective Blend words with /a/a

Review Show each of the following **Large Letter Cards** as children say each sound: *a, b, c, h, m, n, s, t*. Mix the cards and repeat.

I Do ■ Display **Large Letter Card** *a*.
■ The name of this letter is *a*. The letter *a* can stand for the short *a* sound: /a/. This is the sound in the middle of *can*. Listen: /k/ /a/ /n/, *can*.
■ Repeat with the words *ran*, *cat*, and *van*.

We Do ■ Write the word *can* on the board. Draw a line under the *a* in *can*. Have children chorally say /a/ as you point to the letter.
■ Listen as I point to the letters and say the sounds in *can*: /k/ /a/ /n/. I hear the sound /a/ in the middle of *can*. Try it with me: /k/ /aaa/ /n/, *can*.
■ Repeat this procedure with *van*, *ran*, and *cat*.

You Do Model blending these words, sound by sound. Then have children repeat.

at sat bat mat
nap map tap cap

CORRECTIVE FEEDBACK

Write the word *mat* on the board. Have children draw a line under the *a* in *mat*. This is the /a/ sound in the middle of *mat*: /m/ /a/ /t/, *mat*. Let's blend *mat* together: /mmaaat/, *mat*. Repeat with *ran*, *cat*, and *van*.

Quick Check

Can children blend words with /a/a?
If not, use the Additional Instruction on pp. 26–29.

Words to Know

► High-Frequency Words: *and, I, jump, not*

Objective Read high-frequency words

- Display **Word Cards** *and, I, jump, and not* in the pocket chart.
- Have children **read, spell, and write** *and*. Point to *and* and say the word *and*. *This is the word and. It is spelled a-n-d. I like peanut butter and jelly.* Have children write the word *and* as they spell it aloud.
- Follow the same steps to introduce *I, jump, and not*.
- Have children make up sentences using the words. Provide sentence starters such as *I like _____ or I am not _____*. Write the completed sentences on the board.

CORRECTIVE FEEDBACK

Point to, say, and spell *and*. *This word is and. Point to the word and say it with me: and. It is spelled a-n-d. Spell it with me. What word did you spell? Yes, you spelled the word and.*

Quick Check

Can children read *and, I, jump, and not*?
If not, use the Additional Instruction on pp. 26–29.

► Oral Vocabulary: Movement Words

Objective Develop oral vocabulary

- **Define** Talk about the words *jump* and *run* as words that show action, or movement. Introduce other words that show action, such as *leap* and *hop*.
- **Example** Use each word in a sentence. *I jump high in the air.*
- **Ask** Ask children to take turns pantomiming jumping, running, leaping, and hopping as they say the words.

► Build Fluency: Word Automaticity

Objective Improve word accuracy

- Display **Reading Triumphs** page 6. Read each row of words in “Working with Words,” blending the sounds or saying the words as you read. Have children blend or say each word after you.

Time to Read

► Read “Jump!”

Objective Read words in connected text

- Have children read aloud “Words to Know.”
- **Choral Reading** Read the story together.
- **Independent Reading** Have children whisper-read the story independently. Listen while children read, offering guidance as necessary.
- **Partner Reading** Ask children to partner-read “Jump!”

► Write

Objective Write letters, words, and a sentence

- Use the **Sound-Spelling WorkBoards**. Say each sound one at a time: /a/, /p/, /m/, /t/, /s/, /n/. Have children write each letter. Say each word: *sat, mat, nap*. Have children write each word.
- Have children write what the cat can do. Provide the sentence starter *Cat can _____*.

ELL Model writing each word. Have children share sentences orally using the words. Record their sentences. For more support, see pages T6 and T7.

See the Grammar and Writing lessons on pages 12–13.



Reading Triumphs

Materials

- Reading Triumphs pp. 6; 8–13
- Practice Book p. 40
- Sound-Spelling WorkBoards
- Large Letter Cards: *a, b, c, f, h, m, n, p, r, s, t*
- Letter Tiles
- Word Cards: *and, l, jump, not*
- hand puppet

- markers or counters

Online Resources

- **IWB** Interactive White Board Comprehension Lessons
- Graphic Organizer: Character Chart

Working with Words

► Phonemic Awareness

Objective Identify phonemes in isolation

Read aloud the following rhyme. Then reread it and invite children to chime in with you:

Bat, bat, come under my hat.
I'll give you a place to take a nap.
Cat, cat, come sit on my mat.
I'll show you a bat under my hat.

I Do Listen as the puppet says each word slowly. All the words have the /a/ sound in the middle.

bat hat nap cat mat

- We Do**
- Ask children to say each word after you, stretching the sounds: *bat, hat, nap, cat, mat*.
 - Listen as I say the sounds in each word: /baaat/, *bat*; /haaat/, *hat*; /nnnaap/, *nap*; /kaaat/, *cat*; /mmaaat/, *mat*.
 - What sound do you hear in the middle of each word? Let's say it together: /a/.

- You Do**
- Tell children that you will say three words. Ask children to listen for words with /a/ and say them after you. Say: *bug, bat, sat*.
 - Which words have the /a/ sound?
 - Repeat with *nap, net, van* and *ran, man, mitt*.

CORRECTIVE FEEDBACK

Using the sound boxes on the **Sound-Spelling WorkBoards**, model how to isolate the three sounds in the word *mat* as you drag one marker onto each box. Repeat with *sat, man, map*, and *nap*.

Quick Check

Do children recognize /a/? If not, use the Additional Instruction on pp. 26–29.

► Phonics

Objective Blend words with /a/a

Review Show each of the following **Large Letter Cards** as children say each sound: *a, c, b, t, m, s, n, h*. Mix the cards and repeat.

I Do ■ Use **Letter Cards** or **Letter Tiles** *m, a, t*.

- Model blending.
- The letter *m* stands for the sound /m/. The letter *a* stands for the sound /a/. The letter *t* stands for the sound /t/. Listen as I blend all three sounds together: /mmaaat/, *mat*.
- Repeat with *can, ran*, and *sat*.

- We Do**
- Blend *mat*: /mmaaat/. Blend it with me.
 - Let's change the *m* in *mat* to *c*. What word did we make? Let's blend the sounds together.
 - Repeat to build and blend *fat, rat*, and *hat*.

- You Do**
- Guide children to change the *h* in *hat* to *s*. This is the word *sat*. What sound changed to make the word *sat*?
 - Continue to have children build and blend words. Change one letter at a time to make these words:
mat sat Sam Pam pan man

See **Practice Book** page 40.

- ELL** Make the /a/ sound and point out correct mouth position. Have children repeat. Then, as children practice words in the lesson with /a/a, review the meaning of words that can be demonstrated in a concrete way. For example, point to a picture of a hat. Provide sentence frames such as *On a sunny day I wear a _____* for children to complete. For more support, see pages T6–T7.

See the More Word Work lessons on page 12.

Words to Know

► High-Frequency Words: *and, I, jump, not*

Objective Read high-frequency words

- Hold up the **Word Cards** one at a time: *and, I, jump, not*. Guide children to **read, spell, and write** each word.
- Ask children to call out each word as you point to the card. Repeat in random order at varying speeds.

CORRECTIVE FEEDBACK

Point to, say, and spell *jump*. *This word is jump. Point to the word and say it with me: jump. It is spelled j-u-m-p. Spell it with me. What word did you spell?*

Quick Check

Can children read *and, I, jump, and not*?
If not, use the **Additional Instruction** on pp. 26–29.

► Oral Vocabulary: Movement Words

Objective Develop oral vocabulary

- Ask children to show how they jump and run.
- **Define** Tell children that to leap is to jump or move in a quick way.
- **Example** Use *leap* in a sentence: *I saw a frog leap into the pond.*
- **Ask** *Why might you leap? When might you leap?*

► Build Fluency: Word Automaticity

Objective Improve word accuracy

Display **Reading Triumphs** page 6. Read each word in “Working with Words,” blending the sounds or saying the word as you read. Have children blend the sounds or say each word after you. Then say the words in random order. Have children point to each word you say.

Time to Read

► Read “Pam Ran”

Objective Identify story structure: Character and setting

Before Reading Display the title page and read the title aloud. *Who do you think the girl is? Why?*

- Help children set a purpose for reading: *What do you think the girl will do? Let’s read to find out.*
- Have children read aloud “Words to Know.”

During Reading Read the story aloud. Use a Character Chart to record facts about the character while reading. Guide children in a choral reading. Pause after each spread to check their comprehension. After page 9, ask: *Where is Pam?* After page 10, ask: *What did Pam do?*

After Reading Explain that characters are the people or animals that a story is about. The setting is where the story takes place. *The main character of the story is Pam. Pam runs on a track. This is the setting. Paying attention to the characters and the important things that they do can help you better understand the story. We can use the words and illustrations to understand how the characters feel.*

IWB **Online Comprehension Lessons:** Character and Setting

► Comprehension Check: **Text Evidence**

Display **Reading Triumphs** page 13. Guide children to retell the story using the evidence in the text and the illustrations. Have them answer the **Think About It** questions.

► Write

Objective Write letters, words, and a sentence

- Use the **Sound-Spelling WorkBoards**. Say each sound: /a/, /s/, /r/, /p/, /m/, /n/. Have children write each letter. Have them write: *Sam, ran, Pam.*
- Have children write a sentence about Pam. Provide the sentence starter *Pam _____.*

See the Grammar and Writing lessons on pages 12–13.



Reading Triumphs

Materials

- Reading Triumphs pp. 6; 14–19
- Practice Book pp. 41–42
- Sound-Spelling WorkBoards
- Large Letter Cards: *a, b, f, h, m, n, p, t*
- Word Cards: *and, I, jump, not*
- Photo Cards: *dog, fan, nap, rat, sat, yak*
- Comprehension Cards
- hand puppet

- markers or counters
- pocket chart

Online Resources

- **IWB** Interactive White Board Comprehension Lessons
- Graphic Organizer: Character Chart

Working with Words

► Phonemic Awareness

Objective Segment phonemes

Read aloud the following rhyme. Then read it again and invite children to chime in with you:

Pam has a cab
That's yellow and black.
She can give you a ride.
Just hop in the back!

- I Do**
- Listen as the puppet says each sound in a word: *Pam*, /p/ /a/ /m/; *cab*, /k/ /a/ /b/; *can*, /k/ /a/ /n/.
 - Point out the middle /a/ sound in each word.

- We Do**
- Place markers in the sound boxes on the **Sound-Spelling WorkBoards** for *can*.
 - Let's say the word *can* together. There are three markers to stand for three sounds: /k/ /a/ /n/. Listen as I say each sound in *can*: /k/ /aaa/ /nnn/. Let's say the three sounds in *can* again.
 - Repeat with *Pam*, *has*, and *back*.

- You Do**
- Have children place markers in the sound boxes for the sounds in the words *cab* and *Pam*.
 - Ask children to say each phoneme.
 - Have children repeat to segment other short *a* words, such as *man*, *ran*, *sat*, and *nap*.

CORRECTIVE FEEDBACK

Let's say *can* and *Pam* together. Listen to each sound: /k/ /a/ /n/, /p/ /a/ /m/. Repeat with *bat* and *mat*.

Quick Check

Can children segment phonemes? If not, use the Additional Instruction on pp. 26–29.

► Phonics

Objective Blend words with /a/a

Review Show each of the following **Large Letter Cards** as children say each sound: *a, f, n, t, m, p, b, h*. Mix the cards and repeat.

- I Do**
- Display **Letter Card** *a*.
 - The name of this letter is *a*. The letter *a* can stand for the short *a* sound: /a/. This is the sound in the middle of *Pam*: /paaamm/, *Pam*.
 - Write the word *Pam* on the board. Draw a line under the letter *a* as you say the sound /a/.
 - Repeat with *ran*, *nap*, and *sat*.

- We Do**
- Display **Photo Cards** *fan*, *yak*, and *dog*.
 - Let's name each picture: *fan*, *yak*, *dog*. Which picture names have the /a/ sound?
 - Write *fan* and *yak* on the board.
 - Listen as I say the word *fan*: /f/ /a/ /n/. I hear /a/ in the middle of *fan*.
 - Let's say *yak*: /y/ /a/ /k/. Where is the /a/ sound?
 - Repeat with **Photo Cards** *sat*, *rat*, and *nap*.

- You Do**
- Have children write the letter *a* on the **Sound-Spelling WorkBoards** when you say a word with the short *a* sound. Say these words one at a time: *Pam*, *cab*, *hop*, *can*, *ran*, *Sam*, *not*.

CORRECTIVE FEEDBACK

Model blending *fan*. Write *f*. Have children say /f/. Write *a*. Have children say /a/, then blend /fffaaa/. Write *n*. Have children say /n/, then blend /fffaaannn/. Repeat with *sat*, *man*, and *cat*.

Quick Check

Can children blend words with /a/a? If not, use the Additional Instruction on pp. 26–29.

Words to Know

► High-Frequency Words: *and, I, jump, not*

Objective Read high-frequency words

- Display the **Word Cards** *and, I, jump, and not* in the pocket chart.
- Say the word *and*. Have children point to and spell the word aloud.
- Follow the same routine to review *I, jump, and not*.

See **Practice Book** page 41.

► Oral Vocabulary: Movement Words

Objective Develop oral vocabulary

- **Discuss** Tell children that *jump, run, leap, and hop* describe actions. *The horse can leap over the fence.*
- **Connect** Have children act out jumping, running, leaping, and hopping as they say each word.

► Build Fluency: Word Automaticity

Objective Improve word accuracy

- Display page 6 of **Reading Triumphs**. Read each word, blending the sounds or saying the word. Have children blend the sounds or say each word after you.
- **Reread** Have children **reread** the previous story from **Reading Triumphs**. Circulate and listen in.

Time to Read

► Read “Sam Can Nap”

Objective Identify story structure: Characters and setting

Before Reading Preview the story by reading aloud the title. *Who do you see in the picture?*

- Help children set a purpose for reading: *What do you think Sam will do? Let’s read to find out.*

During Reading Read the story together. Record details on a Character Chart. After page 15, ask: *Where does Sam sit?* After page 16: *What can Sam do?* After page 18: *What can the boy do?*

- **Independent Reading** Have children whisper-read the story.

See **Practice Book** page 42.

After Reading Explain that readers can better understand a story by thinking about the characters and setting. Display pages 14 to 18. *We see a boy and a dog. They are the characters. The setting is the porch. Sam sits next to the boy. The boy pets Sam. The words and illustrations tell me that the boy and Sam like to be together.*

IWB **Online Comprehension Lessons:** Character and Setting

► Comprehension Check: Text Evidence

Display page 19. Have children retell the story. Have them answer the **Think About It** questions using the words and illustrations in the story.

- ELL** Provide sentence starters to describe what each character can do. *Sam can ____.* *The boy can ____.* For more support, see pages T6–T7.

CORRECTIVE FEEDBACK

If children cannot identify the characters and setting, use **Comprehension Cards: Character and Setting** and identify the characters and setting.

Quick Check

Can children identify characters and setting? If not, use the Additional Instruction on pp. 26–29.

► Write

Objective Write letters, words, and labels

- Use the **Sound-Spelling WorkBoards**. Say each sound: /s/, /a/, /t/, /n/, /m/, /p/. Have children write the letters. Have them write: *Sam, man, mat, nap.*
- Have children draw and label pictures of the characters that nap.

See the Grammar and Writing lessons on pages 12–13.



Reading Triumphs

Materials

- Reading Triumphs pp. 6; 8–12; 14–18
- Sound-Spelling WorkBoards
- Large Letter Cards: *a, b, c, f, h, j, m, n, P, p, r, s, t*
- Letter Tiles
- Word Cards: *and, l, jump, not*

- hand puppet

Online Resources

- Graphic Organizer: Characters and Setting Chart

Working with Words

► Phonemic Awareness

Objective Identify phonemes in isolation

Read aloud the following rhyme. Then reread it and invite children to chime in with you:

Pam has a cab
That's yellow and black.
She can give you a ride.
Just hop in the back!

I Do ■ Use the puppet to model how to isolate sounds.

- Listen as the puppet slowly says *Pam, has, cab, can, and back*. Listen to the /a/ sound in the middle of each word.

We Do ■ Ask children to say each word slowly after you: *Pam, has, cab, can, back*.

- What sound do you hear in the middle of each word? Do you hear the /a/ sound?
- Repeat this procedure for *cab, has, and back*.

You Do ■ Tell children that you will say three words. Ask children to listen for the words with the /a/ sound. Say these words: *cup, cat, cab*.

- Which words have the /a/ sound?
- Repeat with *nap, bat, nut* and *sat, sit, fan*.

ELL Make the /a/ sound and point out correct mouth position. Guide children to make the /a/ sound. Correct their mouth position as needed. Say the following words, having children watch your mouth as you say them: *can, cat, man, map*. Have children repeat each word. For more support, see pages T6–T7.

► Phonics

Objective Blend words with /a/a

Review Show each of the following **Large Letter Cards** as children say each sound: *a, b, c, f, h, j, m, n, P, p, r, s, t*. Mix the cards and repeat.

- I Do** ■ Use **Letter Cards** or **Letter Tiles** *P, a, m*. Model blending.
- The letter *P* stands for /p/. The letter *a* stands for /a/. The letter *m* stands for /m/. Listen as I blend these sounds together: /paaamm/, *Pam*. Say it with me: *Pam*.
 - Repeat with *ran, can, and cat*.

- We Do** ■ Let's change the *c* in *cat* to *p*. What word did we make? Let's blend the sounds: /paaat/, *pat*.
- Now let's change the *p* in *pat* to *s*. What word did we make? Let's blend the sounds: /ssaaat/, *sat*.

- You Do** ■ Guide children to change the *s* in *sat* to *m* to make the word *mat*.
- Change the *t* in *mat* to *n*. What word did you make? Blend the sounds in this word.
 - Change the *m* in *man* to *c*. Have children continue to change letters to make *cap, tap, and tan*.

See the More Word Work lessons on page 12.

CORRECTIVE FEEDBACK

Give three children **Letter Cards** *r, a, n*. Model blending *ran*. Have the child with **Letter Card** *r* say /r/ and write *r*. Have other children say /r/. Repeat for *a* and *n*, blending /rrraaa/ and then /rrraaann/. Continue the procedure with *man, mat, and map*.

Quick Check

Can children blend sounds in words with /a/a? If not, use the Additional Instruction on pp. 26–29.

Words to Know

► High-Frequency Words: *and, I, jump, not*

Objective Read high-frequency words

- Place **Word Cards** for *and, I, jump, not* facedown. Tell children that you will turn over the cards one at a time for them to read.
- Turn over the cards one at a time. Have children chorally call out each word.
- Mix and repeat.

CORRECTIVE FEEDBACK

Point to, say, and spell *I*. *This word is I. Point to the word and say it with me: I. It is spelled capital I. Spell it with me. What word did you spell? Let's use it in a sentence to tell about something we each like.*

Quick Check

Can children read *and, I, jump, and not*?
If not, use the **Additional Instruction** on pages 26–29.

► Oral Vocabulary: Movement Words

Objective Develop oral vocabulary

- **Confirm** Remind children that *jump, run, hop,* and *leap* describe actions.
- **Discuss** Talk about other words that describe quick movements, such as *dance* and *skip*.
- **Connect** Have children use these words in sentences.

For Additional Instruction, see pages 26–29.

► Build Fluency: Word Automaticity

Objective Improve word accuracy

- Display page 6 of **Reading Triumphs**. Read each word in “Working with Words,” blending the sounds and saying the words as you read. Have children blend or say each word after you.
- **Reread** Have children **reread** the previous story from **Reading Triumphs**. Circulate and listen in.

Time to Read

► Read “Pam Ran” and “Sam Can Nap”

Objective Identify story structure: Characters and setting

Before Reading Remind children that the characters are the people or animals that a story is about. The setting is where the story takes place. As they read “Pam Ran” and “Sam Can Nap,” they should think about the characters and setting.

During Reading Read “Pam Ran” together. Pause after each spread and have children identify the characters and setting. Guide them to use the words and illustrations to describe what the characters do.

- Read “Sam Can Nap” together. Pause after each spread and have children identify the characters and setting.
- Have children use a Characters and Setting Chart to record details about the story.
- **Partner Reading** Have partners read one of the stories together. Guide them to discuss the characters and setting.

After Reading Point out that both stories have characters and a setting. Discuss what the characters in each story do and guide children to describe each character.

► Build Fluency: Connected Text

Objective Model fluency

Echo-Read Read each story one page at a time and ask children to read each page after you. Have them read at the same speed and with the same expression that you use.

► Write

Objective Write letters, words, and sentences

- Use the **Sound-Spelling WorkBoards**. Say each sound: /s/, /t/, /a/, /n/, /m/, /p/. Have children write each letter. Have children say and write each word: *Sam, Pam, man, mat, nap*.
- Have children write sentences about Pam or Sam.

See the Writing lessons on page 13.



Reading Triumphs

Materials

- Reading Triumphs pp. 8–12; 14–18
- Take-Home Book; Practice Book pp. 43–44
- Listening Library
- Assessment Book
- Large Letter Cards: *a, c, f, m, n, p, r, s, t*
- Letter Tiles
- Photo Cards: *fan, hat, man*

- Comprehension Cards

Online Resources

- Bibliography

Working with Words

► Phonemic Awareness

Objective Review phonemes

- I Do**
- Listen as I say a word in parts: /k/ /a/ /n/. I can blend these sounds: /kaaann/. Say it with me: *can*.
 - The sound in the middle of *can* is /a/.
 - Repeat this procedure with *cat*, *ran*, and *nap*.
- We Do**
- Hold up **Photo Card** *fan*. Have children segment and blend the word *fan* with you: /f/ /a/ /n/, /fffaaann/, *fan*.
 - Give a child **Photo Card** *man*. Guide children to segment and blend the word with you: /m/ /a/ /n/, /mmaaaann/, *man*.
- You Do**
- Give a child **Photo Card** *hat*. Ask the child to segment and blend the word: /h/ /a/ /t/, /haaat/, *hat*.
 - Ask volunteers to offer more words with the /a/ sound.
 - Ask children to segment and blend each word together. Guide children as needed.

► Phonics

Objective Review blending short *a* words

- I Do**
- Use **Large Letter Cards** or **Letter Tiles** *c, a, t*.
 - Listen as I blend these letters: /kaaat/, *cat*.
 - Repeat with the initial letters *m, p*, and *s*. Build and blend the words *mat*, *pat*, and *Sam*.
- We Do**
- Display **Photo Card** *fan*.
 - Add **Letter Card** or **Letter Tile** *f* and rearrange the letters to build *fan*.
 - Let's blend the sounds together: /fffaaann/, *fan*.
 - Repeat to build and blend *ran*, *cat*, and *mat*.
- You Do**
- Place the following **Photo Cards** facedown: *fan*, *man*, and *hat*.
 - Have children take turns turning over a card and saying the picture name.
 - Guide children to use the **Letter Cards** or **Letter Tiles** to spell the picture names that have the /a/ sound.
 - Help children blend each word.

Words to Know

► High-Frequency Words: *and, I, jump, not*

Objective Review high-frequency words

- Say each word, one at a time, and have children repeat: *and, I, jump, and not*.
- Have children spell and write each word.
- Have children write a sentence using at least one of the words. Then have partners share their sentences and then read each other's aloud.

ELL Model using each word in a sentence. For more support, see pages T6 and T7.

Time to Read

► Read Take-Home Book

Objective Review story structure: Characters and setting

- Reread and review "Pam Ran" and "Sam Can Nap" using the **Listening Library** audio selection. Then read the **Take-Home Book** story together with children.
- Have children whisper-read the **Take-Home Book** story independently. Offer guidance as needed.
- Ask children about each story's characters and setting. Guide them to describe the characters.

See **Practice Book** pages 43–44.

► After Reading

Have pairs of children discuss "Pam Ran," "Sam Can Nap," and the **Take-Home Book** by asking each other the following questions:

- How are the characters different?
- How are the settings different?

CORRECTIVE FEEDBACK

If children cannot identify characters and setting, use **Comprehension Cards: Character/Setting**.

Quick Check

Can children identify characters and setting? If not, use the Additional Instruction on pages 26–29.

► Build Fluency: Connected Text

Objective Increase reading speed

- Preview the **Take-Home Book** and point out the punctuation marks in the text. Have pairs of children take turns reading aloud the **Take-Home Book** to each other.
- Guide children to read the story aloud with the appropriate expression, pausing and stopping where the punctuation marks dictate.

► Writing

Objective Write and share simple sentences

- Have children write sentences about the setting of the **Take-Home Book**.
- Encourage children to use high-frequency words and words with /a/.
- Have children take turns reading their sentences aloud.

See the Writing lessons on page 13.

Invite children to read the **Take-Home Book** story to their family and friends.

► Self-Selected Reading

Objective Read independently

- Have children select books to read on their own. See the Online Bibliography for suggested titles.

Weekly Assessment

Have children complete the Weekly Assessment on **Assessment Book** pages 64–67.

Fluency Use the passage on **Assessment Book** pages 36–37.

Lesson 1

Grammar
Sentences

Writing
Shared Writing

Lesson 2

More Word Work
Word Families

Grammar
Sentences

Writing
Interactive Writing

Lesson 3

Grammar
Mechanics

Writing
Trait: Ideas
Independent Writing:
Focus and Plan,
Prewrite and Draft

Lesson 4

More Word Work
Word Sort

Writing
Independent Writing:
Review and Edit

Lesson 5

Writing
Independent Writing:
Publish and Present

More Word Work

Materials

- large index cards with *mat, pan, sat, tan* and **spelling words** *can, cat, man, pat, ran*
- pocket chart

► Word Families: -an, -at

Objective Blend words in word families

- Write these words in a column on the board: *can, man, ran*. For each word, point to the letters as you say the sounds and then blend the sounds to read the word. Have children repeat.
- I notice that each word has an *a* in the middle and an *n* at the end. Listen to the sounds: /aaannn/.
- Write these words in a second column on the board: *cat, mat, sat*. For each word, point to the letters as you say the sounds and blend the sounds to read the word. Have children repeat.
- What do you notice about these words? Yes, they have an *a* in the middle and a *t* at the end. Listen to the sounds: /aaat/.
- Then point to each word in the columns and have children chorally read aloud each word.

► Word Sort: -an, -at

Objective Sort words in word families

- Place the cards for *can* and *cat* in two columns in the pocket chart. Point to the letters as you say the sounds and read each word.
- Hold up the card for *ran*. Say the sounds and read the word. Model placing the card for *ran* under the card for *can*.
- Repeat for other cards, having children sort them. Then have them chorally read all of the words.

Grammar

► Sentences

Objective Understand sentence structure

- Tell children that a sentence is a group of words that tells a whole idea.
- Write the following sentence on the board: *The cat ran*. Read the sentence and have children chorally read it after you. *This is a sentence because it tells a whole idea. This sentence tells us about a cat and what it did.* Point to the period and tell children that a sentence always ends with a punctuation mark. *This sentence ends with a period.*
- Write the following words on the board: *the cat*. Read the words and have children chorally read them. *This is not a sentence because it does not tell a whole idea. We do not know anything about the cat.*
- Write the following words on the board: *Pam can*. *These words do not tell a whole idea. What word can we add to make these words into a sentence?* Help children make complete sentences using the words *jump, pat, and nap*. *These words tell us what Pam is doing.*

► Mechanics: Capitalization

- Write *A, a; B, b; C, c* on the board. Point to the capital *A*. *This is a large letter A. It is called a capital letter.* Have children point to the capital letters *B* and *C*.
- Write this sentence on the board: *We can jump*. Read aloud the sentence. Point out the capital letter *W* in *We*. *The first word in a sentence always begins with a capital letter.*
- Remind children that a sentence always ends with a punctuation mark. *The mark in this sentence is called a period.*

- Write these sentences on the board: *we sat on the cat. the cat ran.* Ask children if the first word in each sentence begins with a capital letter. Have children point to the period in each sentence.
- Help children rewrite the sentences, capitalizing the first letter of the first word.

Writing

Personal Narrative

Objective Compose a sentence

► Shared Writing

- Discuss with children what Pam is doing in “Pam Ran.” Tell children they will be writing about after-school activities they enjoy.
- Ask children about the kinds of activities they enjoy doing after school. Record children’s responses on the board.
- Have them describe their activity. Write the descriptions next to the activity on the board.
- Use children’s suggestions to write sample sentences for each activity: *I like to ride my bicycle. I like to ride my bicycle in the park.* Tell children that the word *I* or *my* is used to write a personal narrative sentence.

► Interactive Writing

- Ask children about the activities they enjoy doing after school. Brainstorm examples of different activities, including their descriptions, and list children’s responses.
- Choose one idea to write about, such as jumping rope. Model a personal narrative sentence: *I like to jump rope with my friends.* Tell children that the word *I* or *my* is used to write a personal narrative sentence. *When you write a sentence about yourself, you use the word I or my.*
- Have children use the list to suggest other ways to complete this sentence: *I like to _____.*
- Once a sentence is generated, repeat it several times for children. Have children share the pen to help write words or to add a punctuation mark. Repeat with more sentences.
- Read aloud the sentences and have children chorally read the sentences.

► Writing Trait: Ideas

- Explain to children that good writers think of an idea before they begin to write. Good writers use details to make their ideas more interesting.
- For example, if children are going to write sentences about their favorite after-school activity, they need to describe what they enjoy about that activity.
- Write the following sentences on the board: *I like to ride my scooter. I like to ride my scooter down a hill.*

► Independent Writing

Focus and Plan

- Ask children to think about an after-school activity they enjoy doing. Have them discuss what makes that activity fun.

Prewrite and Draft

- Have children draw a picture of their favorite activity. Ask them to draw details about the activity. Have them draw themselves in the picture, showing them doing the activity.
- Have children draft sentences about why they like the activity.
- Remind children to tell why the activity is fun.

Revise and Edit

- Ask children to check the sentences they wrote about their activity. Have them decide if the details are interesting.
- Have children work with a partner and read each other’s sentences. *Do you understand the activity your partner wrote about?*
- Have children check that the sentences all begin with a capital letter and end with a period. Have children make sure the sentences tell a whole idea.

ELL Have children work in pairs to review each other’s drawings. Ask them to describe their drawings to one another.

Publish and Present

- Have partners take turns reading their sentences to the class.
- Create a class Things We Like to Do After School book.



Reading Triumphs

Materials

- Reading Triumphs pp. 20–21
- Practice Book p. 45
- Sound-Spelling Workboards
- Sound-Spelling Card: *Apple*
- Large Letter Cards: *a, b, f, k, l*
- Word Cards: *and, go, l, jump, not, too, up, we*

- hand puppet
- markers or counters
- pocket chart

Online Resources

- **IWB** Interactive White Board Phonics Lessons

Working with Words

► Phonemic Awareness

Objective Blend phonemes

Read aloud the following rhyme. Then reread it and invite children to chime in with you:

“Can we snack?” asked Sam.
“Yes, we can!” said Pam.
“We can have a fat ham.”

I Do Listen as the puppet says words from the rhyme, sound by sound. Then listen as the puppet strings together the sounds: /s/ /a/ /m/, /sssaammm/, *Sam*; /h/ /a/ /m/, /haaammm/, *ham*.

We Do ■ Tell children that the word *Sam* has the /a/ sound.
■ Say *Sam* again. Let’s say this word together: *Sam*, /s/ /aaa/ /m/. Listen for the /a/ sound.
■ Repeat with *can/tan*, *fat/hat*, and *Pam/ham*.

You Do ■ Model how to place markers in the sound boxes on the **Sound-Spelling Workboard** for the word *ham*.
■ Ask children to orally blend the phonemes as you point to each marker.
■ Repeat with *Pam*, *can*, *man*, and *fat*.

See **Practice Book** page 45.

CORRECTIVE FEEDBACK

Model how to blend the word *fat* using onset and rime: /f/ /at/. Let’s say the word *fat* together in this way: /f/ /at/, *fat*. Now let’s blend *fat*: /fffaaat/, *fat*. Repeat with *can* and *hat*.

Quick Check

Can children blend phonemes? If not, use the Additional Instruction on pp. 26–29.

► Phonics

Objective Blend words with /a/a

Review Show each of the following **Large Letter Cards** as children say each sound: *a, b, f, k, and l*. Mix the cards and repeat.

I Do ■ Display the *Apple Sound-Spelling Card*.
■ The name of this letter is *a*. What is the name of this letter? The letter *a* can stand for the short *a* sound: /a/, as in the beginning of *apple*. This is also the sound in the middle of *can*. Listen: /k/ /a/ /n/, *can*.
■ Repeat with the words *van*, *bat*, and *tag*.

We Do ■ Write the word *pat* on the board. Draw a line under the *a* in *pat*. Have children chorally say /a/ as you point to the letter.
■ Listen as I point to the letters and say the sounds in the word *pat*: /p/ /a/ /t/. I hear the sound /a/ in the middle of *pat*: /p/ /aaa/ /t/, *pat*.
■ Repeat this procedure with *pan*, *man*, and *sat*.

You Do Model blending these words sound by sound. Then have children repeat.

bat fan hat bag ham ran

IWB Online Phonics Lessons: Short a

CORRECTIVE FEEDBACK

Write the word *pan* on the board. Have children draw a line under the *a* in *pan*. This is the /a/ sound in the middle of *pan*: /p/ /a/ /n/, *pan*. Let’s blend the word *pan* together: /paaann/, *pan*. Repeat with *tag*, *pat*, and *man*.

Quick Check

Can children blend words with /a/a?
If not, use the Additional Instruction on pp. 26–29.

Words to Know

► Review High-Frequency Words

Objective Read and use previously introduced high-frequency words

- Review high-frequency words introduced in Unit 1, Week 1. *Let's review words we learned before.*
- Hold up **Word Cards** *and, I, jump, and not* one at a time. Have children read each word.
- Have children use each word in a sentence.

► High-Frequency Words: *go, too, we, up*

Objective Read new high-frequency words

- Display **Word Cards** *go, too, we, and up* in the pocket chart.
- Have children **read, spell, and write** *go*. Point to and say the word *go*. *This is the word go. It is spelled g-o. I go to school.* Have children write the word *go* as they spell it aloud.
- Follow the routine to introduce *too, we, and up*.
- Have children make up sentences using the words. Provide sentence starters such as: *We go to the _____ or We _____, too.* Write the completed sentences on the board.

CORRECTIVE FEEDBACK

Point to, say, and spell *go*. *This word is go. Point to the word and say it with me: go. It is spelled g-o. Spell it with me. What word did you spell? The first letter in go is g. What is the first letter in go?*

Quick Check

Can children read *go, too, we, and up*?
If not, use the Additional Instruction on pp. 26–29.

► Oral Vocabulary: Game Words

Objective Develop oral vocabulary

- **Define** Talk about words that have to do with playing games, such as *go* and *tag*. Introduce another game word, such as *compete*.
- **Example** Use each word in a sentence. *When I play tag, I go fast to catch the other person. In some games, people compete with other players and try to win.*

- **Ask** Have children act out playing a game of tag as they say *tag*. Have them act out competing in a race as they say *compete*.

► Build Fluency: Word Automaticity

Objective Improve word accuracy

Display **Reading Triumphs** page 20. Read each word in “Working with Words,” blending the sounds or saying the words as you read. Have children blend or say each word after you.

Time to Read

► Read “We Can!”

Objective Read words in connected text

- Have children read aloud “Words to Know.”
- **Choral Reading** Read “We Can!” together.
- **Independent Reading** Have children whisper-read the story independently. Listen while children read, offering guidance as necessary.
- **Partner Reading** Ask children to partner-read “We Can!”

► Write

Objective Write letters, words, and a sentence

- Use the **Sound-Spelling WorkBoards**. Say each sound, one at a time: /a/, /b/, /t/, /l/, /p/, /k/, /s/. Have children write each letter. Say each word: *sat, lap, back*. Have children write each word.
- Have children write about who can go. Provide the sentence starter _____ *can go*. If children have trouble spelling a word, have them use the sound boxes on the **Sound-Spelling WorkBoards**.

- **ELL** Have children share their sentences orally. Then share the pen to write the sentences, having children write the letters that they know. For more support, see pages T6–T7.

See the Grammar and Writing lessons on pages 24–25.



Reading Triumphs

Materials

- Reading Triumphs pp. 20; 22–27
- Practice Book p. 46
- Sound-Spelling Workboards
- Large Letter Cards: *a, b, d, f, h, g, m, n, p, r, S, s, t*
- Letter Tiles
- Word Cards: *go, too, up, we*

- hand puppet
- markers or counters

Online Resources

- **IWB** Interactive White Board Comprehension Lessons
- Graphic Organizer: Sequence Chart

Working with Words

► Phonemic Awareness

Objective Identify phonemes in isolation

Read aloud the following rhyme. Then reread it and invite children to chime in with you:

“Can we snack?” asked Sam.
 “Yes, we can!” said Pam.
 “We can have a fat ham.”

I Do Listen as the puppet says each word slowly. All the words have the /a/ sound in the middle.

Sam fat pan ham can

- We Do**
- Ask children to say each word after you, stretching the sounds: *Sam, fat, pan, ham, can*.
 - Listen as I say the sounds in each word: /sssaaamm/, *Sam*; /fffaaat/, *fat*; /paaann/, *pan*; /haaamm/, *ham*; /kaaann/, *can*.
 - What sound do you hear in the middle of each word? Let’s say it: /a/.

You Do Tell children that you will say three words. Ask children to listen for words with /a/ and say them after you. Say: *got, cat, cap*.

- Which words have the /a/ sound?
- Repeat with *ham, hen, pan*, and *bag, big, bat*.

CORRECTIVE FEEDBACK

Using the sound boxes on the **Sound-Spelling WorkBoards**, model how to segment the word *fat*. Stretch the sounds as you drag one marker onto each box. Have children repeat. Continue with *am, ham, van*, and *bag*.

Quick Check

Do children recognize /a/? If not, use the Additional Instruction on pp. 26–29.

► Phonics

Objective Blend words with /a/

Review Show each of the following **Large Letter Cards** as children say each sound: *a, b, f, g, h, r, m, n, s*, and *t*. Mix the cards and repeat.

- I Do**
- Use **Letter Cards** or **Letter Tiles** *f, a, n*.
 - Model blending.
 - The letter *f* stands for the sound /f/. The letter *a* stands for the sound /a/. The letter *n* stands for the sound /n/. Listen as I blend all three sounds together: /fffaann/, *fan*.
 - Repeat with *ram, bag*, and *ran*.

- We Do**
- Blend *ran*: /rrraann/. Blend it with me.
 - Let’s change the *r* in *ran* to *p*. What word did we make? Let’s blend the sounds together.
 - Repeat to build and blend *pat, sat*, and *Sam*.

- You Do**
- Guide children to change the *S* in *Sam* to *h*. What word did you make? What sound changed to make the word *ham*?

- Continue to have children build and blend words. Change one letter at a time to make these words:

hat bat bad mad mat man

See **Practice Book** page 46.

ELL Make the /a/ sound and point out correct mouth position. Have children repeat. Then, as children practice words in the lesson with /a/a, review the meanings of the words in the lesson that can be demonstrated in a concrete way. For example, point to a bag. Use sentence frames such as *Amanda carried her lunch in a _____* for children to complete. Allow children time to respond. For more support, see pages T6–T7.

See the More Word Work lessons on page 24.

Words to Know

► High-Frequency Words: *go, too, we, up*

Objective Read high-frequency words

- Hold up the **Word Cards** one at a time: *go, too, we, up*. Have children **read, spell, and write** each word.
- Ask children to call out each word as you point to the card. Repeat in random order at varying speeds.

CORRECTIVE FEEDBACK

Point to, say, and spell *too*. *This word is too. Point to the word and say it with me: too. It is spelled t-o-o. Spell it with me. What word did you spell? The first letter in too is t. What is the first letter?*

Quick Check

Can children read *go, too, we, and up*?
If not, use the Additional Instruction on pp. 26–29.

► Oral Vocabulary: Game Words

Objective Develop oral vocabulary

Ask children to act out how they might compete with other children when playing tag.

- **Define** Tell children that to compete, or to play against others, in the game of tag, they must go or move very quickly.
- **Example** Use *compete* in a sentence: *Sam likes to compete, but he does not always win.*
- **Ask** *When might you compete? What do you do when you compete?*

► Build Fluency: Word Automaticity

Objective Improve word accuracy

Display **Reading Triumphs** page 20. Read each word in “Working with Words,” blending the sounds or saying the words as you read. Have children blend or say each word after you. Then say the words in random order. Have children point to the word you say.

Time to Read

► Read “Tag”

Objective Analyze story structure: Sequence

Before Reading Preview the story by reading aloud the title. *What do you think this story will be about?*

- Invite children to set a purpose for reading: *What do you think the pigs will do in the story? Let's find out.*
- Have children read aloud “Words to Know.”

During Reading Read the story aloud. Use a Sequence Chart to record what happens first, next, and last while reading. Guide children in a choral reading. Pause after each spread to check comprehension. After page 23, ask: *Who can tag Mac?* After page 25: *Why does Nan go?*

After Reading Explain that a story is made up of events that happen in order. This is called the sequence of events in a story. *Something happens first to start the story. Then another event happens. The story ends with the last event. In “Tag,” the first event is when Nan tags Mac. Next, Mac runs after Nan. Last, Mac tags Nan.*

IWB **Online Comprehension Lessons:** Sequence

► Comprehension Check: **Text Evidence**

Display **Reading Triumphs** page 27. Have children retell the story. Have them use the evidence in the text and the illustrations to answer the **Think About It** questions.

► Write

Objective Write letters, words, and a sentence

- Use the **WorkBoards**. Say each sound: /a/, /m/, /g/, /k/, /n/, /t/, /z/. Say each word: *Nan, Mac, tags, can*. Have children write each letter and each word.
- Have children each write a sentence to tell the first thing that happens in the story. Provide the sentence starter *Nan tags _____*.

See the Grammar and Writing lessons on pages 24–25.



Reading Triumphs

Materials

- Reading Triumphs pp. 20; 28–33
- Practice Book pp. 47–48
- Sound-Spelling Workboards
- Large Letter Cards: *a, b, c, f, g, h, m, r, t*
- Photo Cards: *map, hat, sun*
- Word Cards: *go, too, up, we*
- Comprehension Cards
- hand puppet

- markers or counters
- pocket chart

Online Resources

- **IWB** **Interactive White Board** Comprehension Lessons
- Graphic Organizer: Sequence Chart

Working with Words

► Phonemic Awareness

Objective Segment phonemes

Read aloud the following rhyme. Then read it again and invite children to chime in with you:

My cat is named Mack.
He's tan and black.
When it's time for his nap
He curls up on my lap.

- I Do**
- Listen as the puppet says each sound in a word: *cat*, /k/ /a/ /t/; *tan*, /t/ /a/ /n/; *nap*, /n/ /a/ /p/.
 - Point out the middle /a/ sound in each word.

- We Do**
- Place markers in the sound boxes on the **Sound-Spelling WorkBoards** for *nap*.
 - Let's say the word *nap* together. There are three markers to stand for three sounds: /n/ /a/ /p/. Listen as I say each sound in *nap*: /nnn/ /aaa/ /p/. Let's say the three sounds in *nap* again.
 - Repeat with *tan*, *cat*, and *lap*.

- You Do**
- Have children place markers in the sound boxes for the sounds in the words *sat* and *ran*.
 - Ask children to say each phoneme.
 - Have children repeat to segment other short *a* words, such as *bag*, *van*, *tack*, and *hat*.

CORRECTIVE FEEDBACK

Let's say *tan* and *lap* together. Listen to each sound: /t/ /a/ /n/; /l/ /a/ /p/. Repeat with *tap* and *fat*.

Quick Check

Can children segment phonemes? If not, use Additional Instruction on pp. 26–29.

► Phonics

Objective Blend words with /a/a

Review Show the following **Large Letter Cards** as children say each sound: *a, b, c, f, g, h, m, r, t*. Mix the cards and repeat.

- I Do**
- Display **Large Letter Card** *a*.
 - The name of this letter is *a*. The letter *a* can stand for the short *a* sound. This is the sound in the middle of *nap*: /nnnaaaap/, *nap*.
 - Write *nap* on the board. Draw a line under the letter *a* as you say the /a/ sound.
 - Repeat with *cat*, *tan*, and *lap*.

- We Do**
- Display **Photo Cards** *map*, *hat*, and *sun*.
 - Let's name each picture: *map*, *hat*, and *sun*. Which picture names have the /a/ sound?
 - Write *map* and *hat* on the board.
 - Listen as I say the word *hat*. I hear /a/ in the middle of *hat*.
 - Let's say *map*. Where is the /a/ sound?

- You Do**
- Have children write the letter *a* on the **Sound-Spelling WorkBoards** when you say a word with the short *a* sound. Say these words one at a time: *fin*, *hat*, *tag*; *fan*, *dog*, *get*.

CORRECTIVE FEEDBACK

Model blending *ant*. Write *a*. Have children say /a/. Write *n*. Have children say /n/, then blend /aaannn/. Write *t*. Have children say /t/, then blend /aaannnt/. Repeat with *man*, *am*, and *cat*.

Quick Check

Can children blend words with /a/a? If not, use the Additional Instruction on pp. 26–29.

Words to Know

► High-Frequency Words: *go, too, we, up*

Objective Read high-frequency words

- Display the **Word Cards** *go, too, we, and up* in the pocket chart.
- Say the word *go*. Have children find and spell the word aloud.
- Repeat the above to review *too, we, and up*.

See **Practice Book** page 47.

► Oral Vocabulary: Game Words

Objective Develop oral vocabulary

- **Discuss** Remind children that *go, tag, and compete* are game words. *I go fast when I play tag.*
- **Connect** Ask children to act out playing a game where they compete, go, or play tag.

► Build Fluency: Word Automaticity

Objective Improve word accuracy

Display **Reading Triumphs** page 20. Read each word in “Working with Words,” blending the sounds or saying the words as you read. Have children blend or say each word after you.

Reread Have children **reread** the previous story from **Reading Triumphs**. Circulate and listen in.

Time to Read

► Read “At Bat”

Objective Analyze story structure: Sequence

Before Reading Preview the story by taking children on a picture walk. *What game are the children playing?*

- Help children set a purpose for reading: *What do you think will happen in this story? Let’s find out.*

During Reading Read the story together. Use a Sequence Chart to record events in order. After page 29, ask: *What does the girl do first?* After page 31: *Who bats next?* After page 32: *What can the children do?*

- **Independent Reading** Have children whisper-read the story.

See **Practice Book** page 48.

After Reading Explain to children that as they read they can think about what happens first, next, and last. *In “At Bat,” first the girl bats. Next, it is Nat’s turn to bat. Last, Nat runs to the base and the girl gets the ball. This is the sequence of events in the story.*

IWB Online Comprehension Lessons: Sequence

► Comprehension Check: Text Evidence

Display **Reading Triumphs** page 33. Have children retell the story and use the text and illustrations to answer the **Think About It** questions.

- ELL** Guide children to act out the story. Describe each event as they enact it. For more support, see pages T6–T7.

CORRECTIVE FEEDBACK

If children cannot identify the sequence of events, use **Comprehension Cards: Sequence**.

Quick Check

Can children identify sequence of events? If not, use the Additional Instruction on pages 26–29.

► Write

Objective Write letters, words, and a list

- Use the **Sound-Spelling WorkBoards**. Say each sound: /a/, /k/, /n/, /b/, /t/. Have children write each letter and then each word: *bat, can, cat, and Nat*.
- Have children number a paper from 1 to 3. Ask them to draw and label, in order, three events that happened in the story.

See the Grammar and Writing lessons on pages 24–25.



Reading Triumphs

Materials

- Reading Triumphs pp. 20; 22–26; 28–32
- Sound-Spelling Workboards
- Large Letter Cards: *a, b, c, f, g, h, k, l, m, n, p, r, s, t*
- Letter Tiles
- Word Cards: *go, too, up, we*

- hand puppet

Online Resources

- Graphic Organizer: Sequence Chart

Working with Words

► Phonemic Awareness

Objective Identify phonemes in isolation

Read aloud the following rhyme. Then reread it and invite children to chime in with you:

My cat is named Mack.
He's tan and black.
When it's time for his nap
He curls up on my lap.

- I Do**
- Use the puppet to model how to isolate sounds.
 - Listen as the puppet slowly says *cat, tan, nap, lap*. Listen to the /a/ sound in the middle of the words.

- We Do**
- Ask children to say each word slowly after you: *cat, tan, nap, lap*.
 - What sound do you hear in the middle of each word? Do you hear the /a/ sound?
 - Repeat this procedure for *tan, nap*, and *lap*.

- You Do**
- Tell children that you will say three words. Ask children to listen for the words with the /a/ sound. Say these words: *sad, bag, men*.
 - Which words have the /a/ sound?
 - Repeat with *bat, bell, Sam; van, red, tan*; and *nap, mat, yes*.

- ELL** Make the /a/ sound and point out the correct mouth position. Guide children to make the /a/ sound. Correct their mouth position as needed. Have children watch your mouth as you say these words: *bat, van, pack, tag*. Have children repeat each word. For more support, see pages T6–T7.

► Phonics

Objective Blend words with short /a/a

Review Show each of the following **Large Letter Cards** as children say the sound: *a, b, c, f, g, h, k, l, m, n, p, r, s, t*. Mix the cards and repeat.

- I Do**
- Display **Letter Cards** or **Letter Tiles** *p, a, l*. Model blending.
 - The letter *p* stands for the sound /p/. The letter *a* stands for /a/. The letter *l* stands for /l/. Listen as I blend these sounds together: /paaalll/, *pal*. Say it with me: *pal*.
 - Repeat with *bad, man*, and *bag*.

- We Do**
- Let's change the *b* in *bag* to *r*. What word did we make? Let's blend the sounds: /rraaag/, *rag*.
 - Now let's change the *r* in *rag* to *t*. What word did we make? Let's blend the sounds: /taaag/, *tag*.

- You Do**
- Guide children to change the *g* in *tag* to *n* to make the word *tan*. What word did you make? Blend the sounds in this word.
 - Now change the *t* in *tan* to *m*. What word did you make? Blend the sounds in this word.
 - Change the *n* in *man* to *p*. Have children continue to change letters to make *cap, cat, fat*, and *fan*.

See the More Word Work lessons on page 24.

CORRECTIVE FEEDBACK

Give children **Letter Cards** *m, a, p*. Model blending *map*. Have the child with *m* say /m/ and write *m*. Have other children say /m/. Repeat for *a* and *p*, blending /mmmaaa/ and then /mmmaaapp/. Continue the procedure with *tap, tan, pan*, and *pat*.

Quick Check

Can children blend sounds in words with /a/a? If not, use the Additional Instruction on pp. 26–29.

Words to Know

► High-Frequency Words: *go, too, we, up*

Objective Read high-frequency words

- Stack **Word Cards** *go, to, we, up* facedown.
- Tell children that you will turn over the cards one at a time for them to read.
- Turn over the cards one at a time and have children chorally call out each word.
- Mix and repeat.

CORRECTIVE FEEDBACK

Point to, say, and spell *up*. This word is *up*. Point to the word and say it with me: *up*. It is spelled *u-p*. Spell it with me. What word did you spell?

Quick Check

Can children read *go, too, we, and up*? If not, use the Additional Instruction on pp. 26–29.

► Oral Vocabulary: Game Words

Objective Develop oral vocabulary

- **Confirm** Remind children that *go, tag, and compete* are words that we can use when we talk about playing games.
- **Discuss** Talk about other words that have to do with playing games, such as *win, succeed, and fair*.
- **Connect** Have children use the words in a sentence: *I can succeed at _____. I always try to be fair when I play _____.*

► Build Fluency: Word Automaticity

Objective Improve word accuracy

Display **Reading Triumphs** page 20. Read each word in “Working with Words,” blending the sounds or saying the word as you read. Have children blend or say each word after you.

Reread Have children **reread** the previous story from **Reading Triumphs**. Circulate and listen in.

Time to Read

► Read “Tag” and “At Bat”

Objective Analyze story structure: Sequence

Before Reading Remind children that paying attention to the sequence of events can help them understand a story. Tell them that as they read “Tag” and “At Bat” again, they should think about what happens first, next, and last.

During Reading Read “Tag” together. Pause after each spread and guide children to tell what event has happened.

- Read “At Bat” together. Pause after each spread and ask children to use the words and illustrations to tell what event has happened.
- Use a Sequence Chart to record the events in order.
- **Partner Reading** Have pairs read one of the stories together. Guide them to discuss the sequence of events.

After Reading Talk with children about the events in each story. Guide them to tell what happened first, next, and last.

► Build Fluency: Connected Text

Objective Model fluency

Choral-Read Have children read each story together with you. Encourage children to read at the same pace and speed and with the same expression that you use.

► Write

Objective Write letters, words, and a sentence

- Use the **Sound-Spelling WorkBoards**. Say each sound one at a time: /a/, /p/, /b/, /g/, /m/, /n/. Have children write each letter. Say each word: *bag, nap, and man*. Have children write each word.
- Ask children to write a sentence about games that are played outdoors.

See the Writing lessons on page 25.



Reading Triumphs

Materials

- Reading Triumphs pp. 22–26; 28–32
- Take-Home Book; Practice Book pp. 49–50
- Listening Library
- Assessment Book
- Photo Cards: *fan, hat, man, map*
- Large Letter Cards: *a, f, h, m, n, t, p, r*
- Letter Tiles
- Comprehension Cards
- pocket chart
- Online Resources**
- Bibliography

Working with Words

► Phonemic Awareness

Objective Review phonemes

- I Do**
- Make a fanning motion with your hand. Watch what I do. Listen to the sounds /f/ /a/ /n/. I can blend these sounds: /fffaaannn/ to say what I am doing. Say it with me: *fan*.
 - The sound in the middle of *fan* is /a/.
 - Repeat this procedure with *tap, nap, and bat*.
- We Do**
- Hold up **Photo Card** *map*. Have children segment and blend the word *map* with you: /m/ /a/ /p/, /mmaaap/, *map*.
 - Give a child **Photo Card** *man*. Guide children to segment and blend the word with you: /m/ /a/ /n/, /mmaaannn/, *man*.
- You Do**
- Give another child **Photo Card** *hat*. Ask the child to segment and blend the word: /h/ /a/ /t/, /haaat/, *hat*.
 - Ask volunteers to offer more words with the /a/ sound.
 - Ask children to segment and blend each word together. Guide children as needed.

► Phonics

Objective Review blending short *a* words

- I Do**
- Use **Large Letter Cards** or **Letter Tiles** *f, a, n*.
 - Listen as I blend these letters: /fffaaannn/, *fan*.
 - Repeat with the initial letters *m, r, and t*. Build and blend the words *man, ran, and tan*.
- We Do**
- Display **Photo Card** *man*.
 - Rearrange the **Letter Cards** or **Letter Tiles** to build *man*.
 - Let's blend the sounds together: /mmaaannn/, *man*.
 - Repeat to build and blend *bat, cat, and map*.
- You Do**
- Mix the following **Photo Cards** face down: *fan, man, hat*.
 - Have children take turns turning over a card and saying the picture name. Use the **Letter Cards** or **Letter Tiles** to spell the picture name.
 - Help children blend each word.
 - Repeat the routine, having children return the cards facedown on the floor after each turn.

Words to Know

► High-Frequency Words: *go, too, we, up*

Objective Review high-frequency words

- Say each high-frequency word one at a time: *go, too, we, and up*.
- Have children spell and write each word.
- Have children write sentences using at least one of the high-frequency words.
- Partners can share their sentences and then read each other's sentence aloud.

ELL Model using each word in a sentence. For more support, see pages T6 and T7.

Time to Read

► Read Take-Home Book

Objective Review story structure: Sequence

- Reread and review "Tag" and "At Bat" using the **Listening Library** audio selection. Then read the **Take-Home Book** story together with children.
- Have children whisper-read the **Take-Home Book** story independently. Listen while children read, offering guidance as necessary.
- Have children think about the sequence of events.

See **Practice Book** pages 49–50.

► After Reading

- Working with partners have children illustrate and label one thing that happened in "Tag," "At Bat," and the **Take-Home Book** story.
- Invite children to share their pictures with each other. Have children talk about what they drew and whether their pictures show something that happened at first, next, or last in the stories.

CORRECTIVE FEEDBACK

If children cannot identify the sequence of events, use **Comprehension Cards: Sequence**. Model identifying what happens first, next, and last.

Quick Check

Can children identify sequence of events?
If not, use the Additional Instruction on pp. 26–29.

► Build Fluency: Connected Text

Objective Increase reading speed

- Preview the **Take-Home Book** story, pointing out punctuation and discussing how to read it with expression. Have pairs of children take turns reading the story aloud to each other.
- Guide children to read aloud the story with the appropriate expression, pausing and stopping where the punctuation marks dictate.

► Writing

Objective Write and share simple sentences

- Have children write and illustrate sentences about the events of the **Take-Home Book** story.
- Ask children to use the sentences and illustrations to tell what happens first, next, and last in the story.
- Encourage children to write high-frequency words and words with /a/.

See the Writing lessons on page 25.

Invite children to read the **Take-Home Book** story to their family and friends.

► Self-Selected Reading

Objective Read independently

- Have children select books to read on their own. See the Online Bibliography for suggested titles.

Weekly Assessment

Have children complete the Mid-Unit Assessment on **Assessment Book** pages 68–73.

Fluency Use the passage on **Assessment Book** pages 36–37.

Lesson 6

Grammar
Word Order

Writing
Shared Writing

Lesson 7

More Word Work
Word Families

Grammar
Word Order

Writing
Interactive Writing

Lesson 8

Grammar
Mechanics

Writing
Trait: Ideas

Independent Writing:
Focus and Plan,
Prewrite and Draft

Lesson 9

More Word Work
Word Sort

Writing
Independent Writing:
Revise and Edit

Lesson 10

Writing
Independent Writing:
Publish and Present

More Word Work

Materials

- large index cards with *back, bag, pack, rag, sack, tap* and **spelling words** *map, nap, tag*
- pocket chart

► Word Families: -ack, -ag, -ap

Objective Blend words in word families

- Write these words in a column on the board: *back, pack, sack*. For each word, point to the letters as you say the sounds and blend to read the word. Have children repeat.
- I notice that each word has an *a* in the middle and a *ck* at the end. Listen to the ending sounds: /aak/.
- Write these words in a second column on the board: *nap, lap, tap*.
- What do you notice about these words? Yes, they have an *a* in the middle and a *p* at the end. Listen to the ending sounds: /aap/.
- Repeat with *bag, tag, rag*. Then have children chorally read the words in each column.

► Word Sort: -ack, -ag, -ap

Objective Sort words in word families

- Place the cards for *back, tag, and map* in three columns in the pocket chart. Point to the letters as you say the sounds and read each word.
- Hold up the card for *pack*. Say the sounds and read the word. Model placing the card for *pack* under the card for *back*.
- Repeat for other cards, having children sort them. Then have them chorally read all of the words.

Grammar

► Word Order

Objective Understand word order in a sentence

- Review with children that a sentence is a group of words that tells a whole idea. Explain that the words in a sentence must be placed in an order that makes sense.
- Write the following sentences on the board: *I play ball. I ball play*. Read the sentences and have children chorally read the sentences. Have children choose the sentence with the correct word order. Ask, Which sentence makes sense?
- Write the following sentence on the board: *I bat can*. Read the sentence and have children chorally read the sentence. This sentence does not make sense. It is not in the correct word order. Let's try changing the word order. Point to *can* and tell children that you want to move *can* to follow *I*. Write the sentence *I can bat* on the board. Read the sentence and have children repeat. Ask children if the new sentence makes sense.
- Write the following sentence on the board: *My ran cat*. Say the sentence and have children repeat. Ask children if the sentence makes sense. Have children change the word order. Write on the board: *My cat ran*. Read the sentence and have children chorally read the sentence.

► Mechanics: Punctuation

- Tell children that a sentence always ends with a punctuation mark. Explain that most sentences end with a period. Write the following sentence: *I can play tag*. The punctuation mark at the end of the sentence is a period. Read the sentence and have children chorally read the sentence.

- Write the following sentence: *We can play tag, too!* Point to the exclamation mark. **This is called an exclamation mark. It shows excitement.** Read the sentence and have children repeat.
- Write the following sentence: *Do you play tag?* **This sentence is a question.** Point to the question mark. **This is called a question mark.** Read the sentence and have children repeat.
- Write the following sentences: *I can jump. Can you jump? We can jump!* Read the sentences and have children repeat. Ask children to name the punctuation used in each sentence.

Writing

Personal Narrative

Objective Compose a sentence

► Shared Writing

- Discuss with children the game the children are playing in the story, "At Bat." Tell children that they will be writing about games they like to play.
- Make a two-column chart with the headings "Game" and "Moves." **What is your favorite game?** Record their responses under the "Game" head.
- **How do you move when you play your game?** Have children describe the different kinds of movements in their game. Write their responses under the "Moves" head.
- Use the list of words for each game to write sample sentences: *I like to play basketball. I bounce the ball. I throw the ball in the basket.*

► Interactive Writing

- Ask children about their favorite games. Brainstorm examples of different games.
- Choose one game idea to write about, such as playing hide and seek.
- Model a personal narrative sentence: *My favorite game is hide and seek.* Point out that the word *I* or *my* is used to write a personal narrative sentence.
- Have children describe the kinds of moves they use in their game. Record children's responses. Have children say a personal narrative sentence about their favorite game.

- Once a sentence is generated, repeat it several times for children. Have children share the pen to help write words or add a punctuation mark. Repeat with more sentences.
- Point out any punctuation marks children have used.

► Writing Trait: Ideas

- Explain to children that good writers think of an idea before they begin to write. Writers use details to make their ideas more interesting.
- For example, if children are going to write sentences about their favorite game, they need to describe details about the game.
- Write the following sentences: *I like to play tag. I like to run.* Point out that the fact that the author likes to run is a detail that helps the reader understand why the author likes to play tag.

► Independent Writing

Focus and Plan

- Ask children to think about their favorite game. Have them discuss what makes that game fun.

Prewrite and Draft

- Have children draw a picture of their favorite game. Ask them to draw themselves in the picture, showing them playing the game.
- Have children draft sentences about why they like the game and why the game is fun.

Revise and Edit

- Ask children to check the sentences they wrote about their game. Have them decide if the details are interesting.
- Have children work with a partner and read each other's sentences. **Do you understand the game your partner wrote about?**
- Have children check that the word order in the sentences make sense.

ELL Have partners describe their drawings to one another. Guide children in completing this sentence frame: *I like to play _____.*

Publish and Present

- Have partners take turns reading their sentences to the class.
- Create a class Favorite Games book.



Assessment Book

Choose from the Additional Instruction for children who need more support. Use Mid-Unit Assessment to check children's progress.

Working with Words

Materials

- Reading Triumphs pp. 6; 20
- Sound-Spelling Card: *Apple*
- Sound-Spelling WorkBoards
- Letter Tiles
- Large Letter Cards: *a–z*
- hand puppet
- markers or counters

Online Resources

- **IWB** Interactive White Board Phonics Lessons

► Phonemic Awareness

Objective Isolate and blend phonemes

Review Phonemes Display the *Apple Sound-Spelling Card*. Listen to the sound at the beginning of the word *apple*. *Apple* begins with the /a/ sound. Say the sound with me: /a/. This is the short *a* sound. Then review /a/ in the medial position. The short *a* sound is also in the middle of *cap*. Say the sound with me: /a/. Say the word with me: /kaaap/, *cap*.

- For lessons 6–10, repeat the above routine for the short *a* sound using the word *bag*.

Blend Phonemes Tell children to listen as the puppet strings sounds together to form a word: /r/ /a/ /n/, /rrraaann/, *ran*. Have children repeat: /r/ /a/ /n/, /rrraaann/, *ran*. Point out that *ran* has the /a/ sound in the middle.

- Let's say another word. Listen for /a/ in the middle of the word: /m/ /a/ /t/, /maa-at/, *mat*.

- Tell children to listen as the puppet strings more sounds together to form a word: /t/ /a/ /p/, /taaap/, *tap*. Have children repeat: /t/ /a/ /p/, /taaap/, *tap*. Point out that *tap* has /a/ in the middle.
- Let's say more words. Listen for /a/ in the middle of each word: /p/ /a/ /n/, /paaann/, *pan*; /k/ /a/ /t/, /kaa-at/, *cat*.
- Model placing markers in the sound boxes on the **Sound-Spelling WorkBoards**. I will place one marker in a box for each sound I make: /p/ /a/ /t/. Now I will point to a marker as I say each sound and then string the sounds together: /paa-at/, *pat*.
- Have children take turns placing markers in the sound boxes as they blend words: *map*, *nap*, *sat*, *rat*, *cap*.
- For lessons 6–10, repeat the above routine for short *a* using the words *bag*, *back*, *pal*, *tack*, *fan*, *hat*, *van*.

Segment Phonemes Tell children to listen as the puppet says each sound in these words: *mat*, /m/ /a/ /t/; *can*, /k/ /a/ /n/; *pan*, /p/ /a/ /n/. Point out the middle /a/ sound in each word.

- Place three markers in the sound boxes on the **Sound-Spelling WorkBoard**. Listen to the word: *mat*. Let's say the word *mat* together. The word has three sounds. Each marker stands for one sound. What sound do you hear in the middle of the word *mat*? (/a/) The word *mat* has /a/ in the middle. Which marker stands for the /a/ sound? Yes, the middle marker stands for /a/. What sound do you hear at the end of the word *mat*? (/t/)
- Place three markers in the sound boxes on the **Sound-Spelling WorkBoard**. Listen to the word: *mat*. Let's say the word *can* together. What sound do you hear in the middle of the word *can*? (/a/) Which marker stands for the /a/ sound? (the middle marker) How many sounds are in the word *can*? (three) Repeat with *tan*, *pan*, *cap*.
- Have children take turns placing the markers in the sound boxes and pointing to the marker that stands for /a/ in the words *map*, *nap*, *sat*, *rat*, *pat*.
- For lessons 6–10, repeat the above routine for short *a* using the words *bag*, *back*, *pal*, *tack*, *fan*, *hat*, *van*.

► Phonics

Objective Decode words with /a/a

Review Letter/Sound Correspondence Display the *Apple Sound-Spelling Card*. The letter *a* can stand for the short *a* sound /a/, as in the beginning of *apple*. This is also the sound in the middle of *mat*: /mmaaat/, *mat*. Write the word *mat*. Draw a line under the letter *a* as you say the sound /a/.

- For lessons 6–10, repeat the above routine for the short *a* sound using the word *back*.

Blend Words Use the **Letter Tiles** to model blending words. Place **Letter Tiles** *m*, *a*, *t* in the sound boxes on the **Sound-Spelling WorkBoard**.

- The letter *m* stands for the sound /m/. The letter *a* stands for the sound /a/. The letter *t* stands for the sound /t/. Listen as I blend all three sounds together: /mmaaat/, *mat*.
- Place **Letter Tiles** *c*, *a*, *t* in the sound boxes on the **Sound-Spelling WorkBoard**. What sound does the letter *c* stand for? Yes, it stands for /k/. What sound does the letter *a* stand for? Yes, it stands for /a/. What sound does the letter *t* stand for? Yes, it stands for /t/. Let's blend all three sounds together: /kaaat/, *cat*.
- Repeat the above routine with the words *tap*, *nap*, *cap*, and *map*.
- Have children take turns placing **Letter Tiles** in the sound boxes and blending sounds to form words.
- For lessons 6–10, repeat the above routine for short *a* using the words *back*, *tack*, *bag*, *rag*, *tag*.

Build Words Use the **Letter Tiles** to model building words. Place **Letter Tiles** *m*, *a*, *t* in the sound boxes on the **Sound-Spelling WorkBoard**. Guide children to blend the sounds: /m/, /a/, /t/, /mmaaat/, *mat*.

- Let's change the *m* in *mat* to *c*. What word did we make? The letter *c* stands for the sound /k/. The letter *a* stands for the sound /a/. The letter *t* stands for the sound /t/. Listen as I blend all three sounds together: /kaaat/, *cat*. We made the word *cat*.

- Change the letter *t* in *cat* to *n*. What word did we make? Blend the sounds with me: /k/ /a/ /n/, /kaaann/, *can*. We made the word *can*.
- Let's change the *c* in *can* to *t*. Let's read the word: *tan*. Continue changing one letter at a time to make the following words: *tap*, *map*, *man*, *ran*, *pan*, *pat*, *sat*.
- Have children take turns changing one **Letter Tile** at a time to make a new word.
- Write the words you made, saying each sound and the letter that stands for it. Then guide children in blending and building each word: *mat*, *cat*, *can*, *tan*, *tap*, *map*, *man*, *ran*, *pan*, *pat*, *sat*.
- For lessons 6–10, repeat the above routine for short *a* using the words *rag*, *tag*, *bag*, *back*, *sack*, *rack*, *pack*, *pan*, *fan*, *van*.

Fluency: Letter Naming Tell children that you will hold up **Large Letter Cards**. They should name each letter. Hold up the **Letter Card** for each letter of the alphabet one at a time, in random order.

Fluency: Letter/Sound Correspondence Tell children that you will hold up **Large Letter Cards**. They should say the sound or sounds that the letters stand for. Hold up the **Letter Card** for each letter of the alphabet one at a time, in random order.

Fluency: Word Automaticity For lessons 1–5, display page 6 of **Reading Triumphs**. Read each word in “Phonics,” blending the sounds and then saying the words as you read. Have children blend sounds and say the word after you.

- For lessons 6–10, repeat the above routine using page 20 of **Reading Triumphs**.

ELL As children practice the words in the lesson with /a/a, review the meaning of words that can be demonstrated in a concrete way. For more support, see pages T6–T7.

IWB For additional blending, word building, and fluency activities, use **Online Phonics Lessons: Short a**.

Words to Know

Materials

- Reading Triumphs pp. 6, 7; 20, 21
- Word Cards: *and, go, I, jump, not, too, up, we*
- Sound-Spelling WorkBoards
- pocket chart

► High-Frequency Words

Objective Reteach high-frequency words *and, I, jump, not* (Lessons 1–5); *go, too, we, up* (Lessons 6–10)

- Display **Word Cards** in the pocket chart.
- **Read, spell, and write** each word and use it in a sentence: *This is the word and. It is spelled a-n-d. And. I like Pam and Sam.*
- Have children chorally say each word aloud as you point to it. Point to each letter as children chorally spell the word aloud.
- Point out letters and their sounds that children have learned. *The word too begins with the letter t. We know that the letter t stands for the /t/ sound. The word too begins with the /t/ sound.*
- Hold up one **Word Card** at a time. Have children chorally read aloud each word. Have children write each word on their **Sound-Spelling WorkBoards** as they spell it aloud. Guide children to say a sentence using each word.
- Provide sentence starters and frames using the words. For example: *We like to ____; Can you go ____? Can ____ go, too?* Have children take turns orally completing the sentences. Write the sentences on the board as children complete them and then read each sentence aloud. Have children take turns underlining the high-frequency words in the sentences.
- Have partners work together to write sentences using the high-frequency words.

Fluency: Word Automaticity For lessons 1–5, display page 6 of **Reading Triumphs**. Read aloud each word in “Words to Know.” Have children read aloud each word after you.

- For lessons 6–10, repeat the above routine using page 20 of **Reading Triumphs**.

Fluency: Connected Text Display page 7 of **Reading Triumphs**. Read “Jump!” aloud. Have children read the passage after you. Guide children to blend the sounds of decodable words and say each high-frequency word.

- For lessons 6–10, repeat the above routine using “We Can!” on page 21 of **Reading Triumphs**.

► Oral Vocabulary

Objective Develop oral vocabulary

- **Movement Words (Lessons 1–5)** Remind children that they have been using words that show action. *Jump, run, leap, and hop are words that show action, or movement. To leap is to jump or move in a quick way. I saw a grasshopper leap into the air.*
- Have children pantomime *jumping, running, leaping, and hopping*.
- Have partners work together to create sentences using the oral vocabulary words *jump, run, leap, and hop*. Have them repeat their sentences to each other.
- **Game Words (Lessons 6–10)** Remind children that they have been talking about words that have to do with playing games. *We use the words tag and go when we talk about playing games. Another word we use when we talk about playing games is compete. When you compete, it means you to try to win.*
- Have children use the words in a sentence: *I can compete at _____. I can play tag with _____.*
- Have partners work together to orally create sentences using the oral vocabulary words *tag, go, and compete*.

Time to Read

Materials

- Reading Triumphs pp. 8–12, 13; 22–26, 27

Online Resources

- **IWB** **Interactive White Board**
Comprehension Lessons
- Graphic Organizers: Characters and Setting Chart;
Sequence Chart

► Comprehension: Text Evidence

Objective Review comprehension skills

Character and Setting (Lessons 1–5) Remind children that characters are the people or animals that a story is about. The setting is where the story takes place. Paying attention to the characters and the important things that they do can help you better understand the story. We can use the words and illustrations to try to understand how the characters feel.

- Display **Reading Triumphs** page 8. Let's reread "Pam Ran." As we read, we will list details about the story on the Characters and Setting Chart.
- Read pages 8 and 9: What can Pam do? (Pam sat and ran.) Where does the story take place? (The story takes place at a track. Pam sat on a bench. Then she ran on a track.) Let's add those details to our chart.
- Read pages 10 and 11: What else can Pam do? (Pam can jump.) Let's add that detail to our chart.
- Read page 12: Look at the illustration. What can you tell about Pam? (The race is over. Pam has a prize. She is happy.) What is the setting? (Pam is on a bench at the track.) Let's add this detail to our chart.
- Review Comprehension Check on page 13. 1. Who is the story about? (Pam) 2. Why is Pam happy at the end? (Pam ran and won the race.) Add details to the chart.

Sequence of Events (Lessons 6–10) Explain that a story is made up of events that happen in order. This is called the *sequence of events* in a story. Something happens first to start the story. Then another event happens. The story ends with the last event. Paying attention to the sequence of events can help you better understand the story.

- Display **Reading Triumphs** page 22. As we reread "Tag," we will record the important events in the order that they happen in the story.
- Read pages 22 and 23: Who are the characters in the story? (Nan and Mac) What does Nan do first? (Nan is chasing Mac and tags him.) Let's add those events to our Sequence Chart.
- Read pages 24 and 25: What is Mac doing now? (Mac is running after Nan.) What do Nan and Mac do next? (They run up a hill.) Let's add those events to our chart.
- Read page 26: What is the last thing that happens in the story? (Mac tags Nan.) Let's add this event to our chart.
- Review Comprehension Check on page 27. 1. Who got tagged first? (Mac) 2. Why are Nan and Mac tired at the end? (They played tag and ran up a hill.)

ELL Have children draw three pictures to retell the events of the story. Ask them to describe each event. For more support, see pages T6–T7.

IWB **Online Comprehension Lessons:** Character, Setting, Plot; Retell/Sequence

Self-Selected Reading

Have children select books. Guide them to find details and talk about the characters and setting and to retell the sequence of events in each story.



Reading Triumphs

Materials

- Reading Triumphs pp. 34–35
- Practice Book p. 51
- Sound-Spelling WorkBoards
- Sound-Spelling Card: *Insect*
- Large Letter Cards: *a, b, h, i, m, n, s, t*
- Word Cards: *be, go, play, run, the, too, we, up*

- hand puppet
- markers or counters
- pocket chart

Online Resources

- **IWB** Interactive White Board Phonics Lessons

Working with Words

Phonemic Awareness

Objective Blend phonemes

Read aloud the following rhyme. Then reread it and invite children to chime in with you:

Jim and Jill take Cat up a hill
To a pond with many big fish.
The kids jump in and go for a swim,
While Cat sips milk from a dish.

I Do Listen as the puppet says words from the rhyme sound by sound. Then blend these sounds: /j/ /i/ /l/, /jiiilll/, *Jill*; /b/ /i/ /g/, /biig/, *big*.

- We Do**
- The words *Jill* and *big* have the /i/ sound.
 - Say *Jill* and *big* aloud again. Let's blend them: /jiiilll/, *Jill*; /biig/, *big*. Listen for the /i/ sound.
 - Repeat with *Jim*, *hill*, *kids*, and *sip*.

- You Do**
- Model how to place markers in the sound boxes on the **Sound-Spelling WorkBoards** for each sound in the word *big*.
 - Ask children to orally blend the phonemes as you point to each marker.
 - Repeat with *hill*, *pin*, and *sit*.

See **Practice Book** page 51.

CORRECTIVE FEEDBACK

Model how to blend the word *big* using onset and rime: /b/ /ig/. Let's say the word *big* together: /b/ /ig/, *big*. Now let's blend *big*: /biig/, *big*. Continue with *hill*, *pin*, and *sit*.

Quick Check

Can children blend phonemes? If not, use the Additional Instruction on pp. 66–69.

Phonics

Objective Blend words with /i/i

Review Show these **Large Letter Cards** as children say each sound: *a, b, h, m, n, s, t*. Mix cards; repeat.

- I Do**
- Display the *Insect* **Sound-Spelling Card**.
 - This is the letter *i*. The letter *i* can stand for the short *i* sound: /i/. This is the first sound in *insect* and the middle sound in *sip*. Listen: /s/ /i/ /p/, *sip*.
 - Repeat with the words *big*, *Jim*, and *sit*.
- We Do**
- Write the word *sip* on the board and read it. Draw a line under *i* in *sip*. Have children chorally say /i/ as you point to the letter.
 - Listen as I point to each letter in *sip* and say its sound: /s/ /i/ /p/. I hear the sound /i/ in the middle of *sip*. Try it with me: /s/ /iii/ /p/, *sip*.
 - Repeat this procedure with *big*, *sit*, and *Jim*.
 - Write the word *his* on the board. Listen as I point to each letter in *his* and say its sound: /h/ /i/ /z/. I hear /i/ in the middle and /z/ at the end. Explain that the letter *s* can sometimes stand for the sound /z/, especially at the end of a word.

- You Do** Model blending these words, sound by sound. Then have children repeat.
- six sit fit hit his him Tim tip rip

IWB Online Phonics Lessons: Short i

CORRECTIVE FEEDBACK

Write *him* on the board. Have children circle the *i* in *him*. This letter makes the /i/ sound: /h/ /i/ /m/, *him*. Let's blend: /hiimmm/, *him*. Repeat with *sip*, *hill*, *Jim*.

Quick Check

Can children blend words with /i/i? If not, use the Additional Instruction on pp. 66–69.

Words to Know

► Review High-Frequency Words

Objective Read and use previously introduced high-frequency words

- Review high-frequency words introduced in Unit 1, Week 2. *Let's review words we learned before.*
- Hold up **Word Cards** *go, too, we, and up* one at a time. Have children read each word.
- Have children use each word in a sentence.

► High-Frequency Words: *run, be, the, play*

Objective Read new high-frequency words

- Display **Word Cards** *run, be, the, and play* in the pocket chart.
- Have children **read, spell, and write** *run*. Point to and say the word *run*. *This is the word run. It is spelled r-u-n. He likes to run very fast.*
- Repeat to introduce *be, the, and play*.
- Have children make up sentences using the words: *The cat can _____ or We can play _____.* Write the completed sentences on the board.

CORRECTIVE FEEDBACK

Point to, say, and spell *run*. *This word is run. Point to the word and say it with me: run. It is spelled r-u-n. Spell it with me. What word did you spell? The first sound in run is /r/. What is the last sound in run?*

Quick Check

Can children read *run, be, the, and play*?
If not, use the Additional Instruction on pp. 66–69.

► Oral Vocabulary: Play-time Words

Objective Develop oral vocabulary

- **Define** Talk about the words *play* and *run* as words that describe things children like to do. Introduce other words that describe how children play, such as *climb*.
- **Example** Use each word in a sentence. *I like to play with my friends.*
- **Ask** Ask children to pantomime playing, running, and climbing as they say these words.

► Build Fluency: Word Automaticity

Objective Improve word accuracy

Display **Reading Triumphs** page 34. Read each word in “Working with Words,” blending the sounds or saying the words as you read. Have children blend or say each word after you.

Time to Read

► Read “Pig and Cat”

Objective Read words in connected text

- Have children read aloud “Words to Know.”
- **Choral Reading** Read “Pig and Cat” together.
- **Independent Reading** Then have children whisper-read the story independently. Listen while children read, offering guidance as necessary.
- **Partner Reading** Ask children to partner-read “Pig and Cat.”

► Write

Objective Write letters, words, and a sentence

- Use the **Sound-Spelling WorkBoards**. Say each sound one at a time: /i/, /s/, /p/, /t/, /a/, /n/, /b/. Have children write each letter. Say each word: *sat, sit, bit, nap*. Have children write each word.
- Have children write what they think Cat will do next. Provide the sentence starter *Cat will _____*.

ELL Have children share sentences orally. Share the pen to write the words, having children write the letters that they know. For more support, see page T6–T7.

See Grammar and Writing lessons on pages 40–41.



Reading Triumphs

Materials

- Reading Triumphs pp. 34; 36–41
- Practice Book p. 52
- Sound-Spelling WorkBoards
- Large Letter Cards; *a, b, d, f, g, h, i, j, m, n, p, s, t, w*
- Letter Tiles
- Word Cards: *be, play, run, the*

- hand puppet
- markers or counters

Online Resources

- **IWB** Interactive White Board Comprehension Lessons
- Graphic Organizer: Sequence Chart

Working with Words

Phonemic Awareness

Objective Identify phonemes in isolation

Read aloud the following rhyme. Then reread it and invite children to chime in with you:

Jim and Jill take Cat up a hill
To a pond with many big fish.
The kids jump in and go for a swim,
While Cat sips milk from a dish.

I Do Listen as the puppet says each word slowly. All the words have the /i/ sound in the middle..

Jim Jill hill big fin sip

- We Do**
- Have children repeat each word after you, stretching the sounds: *Jim, Jill, hill, big, fin, sip*.
 - Listen as I say the sounds in each word: /jiiimmm/, *Jim*; /hiillll/, *hill*; /biig/, *big*; /fffiinnnn/, *fin*; /sssiip/, *sip*.
 - What sound do you hear in the middle of each word? Let's say it together: /i/.

You Do Tell children that you will say pairs of words. Have children repeat the words with /i/ after you. Say these words: *bit, bat; sat, sit; pin, pan; fat, fit*.

CORRECTIVE FEEDBACK

Using the sound boxes on the **Sound-Spelling WorkBoards**, model how to isolate the sounds in the word *sit*. Stretch the sounds as you drag one marker onto each box. Have children repeat. Continue with *hill, kid*, and *in*.

Quick Check

Do children recognize /i/? If not, use the Additional Instruction on pp. 66–69.

Phonics

Objective Blend words with /i/i

Review Show each of the following **Large Letter Cards** as children say each sound: *a, b, h, m, n, s, t*. Mix the cards and repeat.

- I Do**
- Use **Letter Cards** or **Letter Tiles** *f, i, t*.
 - Model blending.
 - The letter *f* stands for the sound /f/. The letter *i* stands for /i/. The letter *t* stands for /t/. Listen as I blend these sounds: /fffiit/, *fit*.
 - Repeat with *dig, in*, and *wig*.
- We Do**
- Blend *fit*: /fffiit/. Blend it with me.
 - Let's change the *f* in *fit* to *s*. What word did we make? Let's blend the sounds together.
 - Repeat to build and blend *hit, his, him*, and *Jim*.
- You Do**
- Guide children to change the *w* in *win* to *t*. What did you make? What sound changed to make the word *tin*?
 - Continue to have children build and blend words. Change one letter at a time to make these words:
bin bit sit pit pin fin

See **Practice Book** page 52.

ELL Make the /i/ sound and point out correct mouth position. Have children repeat. Then, as children practice words in the lesson with /i/i, review the meanings of the words in the lesson that can be demonstrated in a concrete way. For example, have children act out *sit* or *dig*. Use sentence frames such as *Jill uses a shovel to _____* for children to complete. Allow children time to respond. For more support, see pages T6–T7.

See the More Word Work lessons on page 40.

Words to Know

► High-Frequency Words: *run, be, the, play*

Objective Read high-frequency words

- Hold up the **Word Cards** one at a time: *run, be, the, and play*. Have children **read, spell, and write** each word.
- Then ask children to call out each word as you point to the card. Repeat in random order at varying speeds.

CORRECTIVE FEEDBACK

Point to, say, and spell *play*. *This word is play. Point to the word and say it with me: play. It is spelled p-l-a-y. Spell it with me. What word did you spell?*

Quick Check

Can children read *run, be, the, and play*? If not, use the **Additional Instruction** on pp. 66–69.

► Oral Vocabulary: Play-time Words

Objective Develop oral vocabulary

- Have children act out how they play, run, and climb.
- **Define** Explain that to *climb* is to go up toward the top of something.
- **Example** Use *climb* in a sentence: *Jim will climb the hill to get to Pam at the top.*
- **Ask** *What might you climb? How do you climb?*

► Build Fluency: Word Automaticity

Objective Improve word accuracy

Display page 34 of **Reading Triumphs**. Read each word in “Working with Words,” blending the sounds or saying the words as you read. Have children blend or say each word after you. Then say the words in random order. Have children point to the word you say.

Time to Read

► Read “Can Jim Fit?”

Objective Identify story structure: Sequence

Before Reading Preview the story by reading aloud the title. *Who do you think Jim is?*

- Help children set a purpose for reading: *Do you think Jim can fit? Let’s read to find out.*
- Have children read aloud “Words to Know.”

During Reading Read the story together. Use a Sequence Chart to record story events in order. Guide children in a choral reading, pausing after each spread to check their comprehension. After page 37, ask: *Who runs in after Tim?* After page 38: *Who runs in after Min?*

After Reading Explain that stories such as “Can Jim Fit?” are made up of events that occur in a certain order, or sequence. Something happens first, next, and last. This is called the sequence of events. Model explaining the sequence of events in the story. *First, Tim gets in the hat. Next, Min and then Kim get in the hat. Last, Jim gets in the hat, but everyone else gets out!*

IWB **Online Comprehension Lessons:** Sequence

► Comprehension Check: **Text Evidence**

Display page 41 of **Reading Triumphs**. Have children retell the story. Have them use the evidence in the text and the illustrations to answer the **Think About It** questions.

► Write

Objective Write letters, words, and a sentence

- Use the **Sound-Spelling WorkBoards**. Say each sound one at a time: /i/, /f/, /n/, /p/, /s/, /t/. Have children write each letter. Say each word: *sit, fit, pin*. Have children write each word.
- Have children write a sentence telling what they think Jim will do next, after the story ends. Provide the sentence starter *Jim will _____*.

See the Grammar and Writing lessons on pages 40–41.



Reading Triumphs

Materials

- Reading Triumphs pp. 34; 42–47
- Practice Book pp. 53–54
- Sound-Spelling WorkBoards
- Large Letter Cards: *c, d, g, h, i, j, k, r, x*
- Letter Tiles
- Word Cards: *be, play, run, the*
- Comprehension Cards

- hand puppet
- markers or counters

Online Resources

- **IWB** Interactive White Board Comprehension Lessons
- Graphic Organizer: Sequence Chart

Working with Words

► Phonemic Awareness

Objective Segment phonemes

Read aloud the following rhyme. Then read it again and invite children to chime in with you:

Sid the pig is big, big, big.
"I can sit," said Sid the pig.

- I Do**
- Listen as the puppet says each sound in a word: *big, /b/ /i/ /g/; pig, /p/ /i/ /g/; sit, /s/ /i/ /t/.*
 - Point out the middle /i/ sound in each word.

- We Do**
- Place markers in the sound boxes on the **Sound-Spelling WorkBoard** for *pig*.
 - Let's say the word *pig* together. There are three markers to stand for three sounds: /p/ /i/ /g/. Listen as I say each sound in *pig*: /p/ /iii/ /g/. Let's say the three sounds in *pig* again.
 - Repeat with *sit, big, and lid*.

- You Do**
- Have children place markers in the sound boxes for the sounds in the word *dig*.
 - Ask children to say each phoneme.
 - Have children repeat to segment other short *i* words, such as *fit, bin, and wig*.

CORRECTIVE FEEDBACK

Listen as I say this word: *pig*. Now listen as I say each sound in *pig*: /p/ /i/ /g/. What sound do you hear in the middle of *pig*? Let's say this sound together: /i/. Repeat with *big, sit, and bin*.

Quick Check

Can children segment phonemes? If not, use Additional Instruction on pp. 66–69.

► Phonics

Objective Blend words with /i/i

Review Show each of the following **Large Letter Cards** as children say each sound: *c, d, g, h, j, k, r, x*. Mix the cards and repeat.

- I Do**
- Display **Letter Card** or **Letter Tile** *i*.
 - The name of this letter is *i*. The letter *i* can stand for the short *i* sound: /i/. This is the sound in the middle of *pig*. Listen: /p/ /i/ /g/, *pig*.
 - Write *pig* on the board. Underline the letter *i* as you say the /i/ sound.
 - Repeat with *bin, sit, and hid*.

- We Do**
- Write the word *pig* on the board.
 - Point to each letter in *pig*. Listen as I say the sounds in this word: /p/ /i/ /g/.
 - Let's blend the sounds together: /piiig/, *pig*. What sound do you hear in the middle of *pig*? What letter makes the /i/ sound?
 - Repeat with *sit, big, and dig*.

- You Do**
- Write *fit* on the board. Have children say the sound of each letter as you write it.
 - Run your hand under the word as children blend it.
 - Have children name the letter that makes the /i/ sound in the middle of *fit*.
 - Repeat with: *him, lid, and win*.

CORRECTIVE FEEDBACK

Model blending *fin*. Write *f*. Have children say /f/. Write *i*. Have children say /i/, then blend /fffi/. Write *n*. Have children say /n/, then blend /fffiinn/. Repeat with *tip, hit, and pin*.

Quick Check

Can children blend words with /i/i? If not, use the Additional Instruction on pp. 66–69.

Words to Know

► High-Frequency Words: *run, be, the, play*

Objective Read high-frequency words

- Display the **Word Cards** *run, be, the, and play*.
- Say the word *run*. Have children point to and spell the word aloud.
- Follow the same steps to review *be, the, and play*.

See **Practice Book** page 53.

► Oral Vocabulary: Play-time Words

Objective Develop oral vocabulary

- **Discuss** Remind children that *play, run, and climb* are words we can use when we talk about play-time. *On the playground, I play, run, and climb.*
- **Connect** Children can act out playing, running, and climbing as they say sentences using each word.

► Build Fluency: Word Automaticity

Objective Improve word accuracy

Display page 34 of **Reading Triumphs**. Read each word in “Working with Words,” blending the sounds or saying the words as you read. Have children blend or say each word after you.

Reread Have children **reread** the previous story from **Reading Triumphs**. Circulate and listen in.

Time to Read

► Read “Big Max”

Objective Identify story structure: Sequence

Before Reading Preview the story by reading aloud the title. *Who or what is Big Max?*

- Help children set a purpose for reading: *What do you think Big Max will do? Let’s find out.*

During Reading Read the story together. Use a Sequence Chart to record story events in order. After page 43, ask: *What two things does Big Max do first?* After page 45: *What does Big Max do next?* After page 46: *What does Big Max do last?*

- **Independent Reading** Have children whisper-read the story.

See **Practice Book** page 54.

After Reading Remind children that they can better understand a story when they think about the order of events. Display pages 42 to 46. In “Big Max,” Max reads first. Next, Big Max plays. Last, Big Max helps. This is the sequence of events.

IWB Online Comprehension Lessons: Sequence

► Comprehension Check: Text Evidence

Display page 47 of **Reading Triumphs**. Have children retell the story. Have them use the evidence in the text and illustrations to answer the **Think About It** questions.

- **ELL** Reread the story, identify each event as “first,” “next,” or “last.” For additional support see pages T6 and T7.

CORRECTIVE FEEDBACK

If children cannot identify the sequence of events, use **Comprehension Cards: Sequence**.

Quick Check

Can children identify the sequence of events? If not, use the Additional Instruction on pp. 66–69.

► Write

Objective Write letters, words, and a sentence

- Use the **Sound-Spelling WorkBoards**. Say each sound: /i/, /p/, /g/, /b/, /h/, /d/, /t/, /n/. Have children write each letter and each word: *it, in, pig, big, dig, hid*.
- Have children write one sentence about what Big Max and the boy might do next.

See Grammar and Writing Lessons on pages 40–41.



Reading Triumphs

Materials

- Reading Triumphs pp. 34; 36–40; 42–46
- Sound-Spelling WorkBoards
- Large Letter Cards: *b, d, g, h, i, j, l, m, n, p, s, t*
- Letter Tiles
- Word Cards: *be, play, run, the*

- hand puppet
- markers or counters

Online Resources

- Graphic Organizer: Sequence Chart

Working with Words

Phonemic Awareness

Objective Identify phonemes in isolation

Read aloud the following rhyme. Then reread it and invite children to chime in with you:

Sid the pig is big, big, big.
"I can sit," said Sid the pig.

I Do ■ Use the puppet to model how to isolate sounds.

- Listen as the puppet slowly says *Sid, big, pig*, and *sit*. Listen to the /i/ sound in the middle of each word.

We Do ■ Use the sound boxes on the **Sound-Spelling WorkBoards** to model how to segment the word *pig*. Say *pig* with me. What's the first sound in *pig*? I'll put a marker for the /p/ sound in the first box. What's the second sound in *pig*? I'll put a marker for the /i/ sound in the middle box. What's the last sound in *pig*? I'll put a marker for the /g/ sound in the last box.

- Have children use the sound boxes as you repeat this procedure for *hid, big*, and *lid*.

You Do ■ Say the word *Sid* slowly: /sssiid/. Ask children to say the word and to place markers in the sound boxes for each sound in the word.

- What is the first sound in *Sid*? What sound do you hear in the middle of *Sid*? What sound do you hear at the end of the word?
- Repeat with *pit, dig, lip*, and *hit*.

ELL Demonstrate correct mouth position as you make the /i/ sound. Have children repeat. For more support, see pages T6–T7.

Phonics

Objective Blend words with /i/i

Review Show each of the following **Large Letter Cards** as children say each sound: *h, i, j, l, p, t*. Mix the cards and repeat.

I Do ■ Use **Letter Cards** or **Letter Tiles** *b, i, t*.

- The letter *b* stands for /b/. The letter *i* stands for /i/. The letter *t* stands for /t/. Listen as I blend the sounds together: /biiit/, *bit*. Say it with me: *bit*.
- Repeat with *lid, tip*, and *sit*.

We Do ■ Let's make the word *bin*. Listen to the first sound: /b/. Which letter stands for that sound? Place the letter *b* first. Repeat for the remaining letters. Read the word with children.

- Let's change the *n* in *bin* to *g*. What sound does *g* make? Let's blend the sounds: /biiig/, *big*.

You Do ■ Guide children to change the *b* in *big* to *p*. What sound does *p* make? Let's blend the sounds together: /piiig/, *pig*.

- Repeat having children change one letter at a time to make the following words: *dig, dip, sip, lip, lid*.

See the More Word Work lessons on page 40.

CORRECTIVE FEEDBACK

Give three children **Letter Cards** *l, i, d*. Model blending *lid*. Have the child with **Letter Card** *l* say /l/ and write *l*. Have other children say /l/. Repeat for *i* and *d*, blending /lllii/ and then /llliid/. Continue the procedure with *lip, sip, sit, hit*, and *him*.

Quick Check

Can children blend sounds in words with /i/i? If not, use the **Additional Instruction** on pp. 66–69.

Words to Know

► High-Frequency Words: *run, be, the, play*

Objective Read high-frequency words

- Place **Word Cards** for *run, be, the* and *play* facedown.
- Tell children that you will turn over the **Word Cards** one at a time for them to read.
- Turn over the cards one at a time. Ask children to chorally call out each word.
- Mix and repeat.

CORRECTIVE FEEDBACK

Point to, say, and spell *be*. *This word is be. Point to the word and say it with me: be. It is spelled b-e. Spell it with me. What word did you spell?*

Quick Check

Can children read *run, be, the, and play*?
If not, use the Additional Instruction on pp. 66–69.

► Oral Vocabulary: Play-time Words

Objective Develop oral vocabulary

- **Confirm** Remind children that *play, run, and climb* are words that describe things to do during play-time.
- **Discuss** Talk about other words that describe what people do during play-time, such as *cooperate* and *share*. *I share when I _____.*
- **Connect** Invite children to act out these words.

For Additional Instruction, see pages 66–69.

► Build Fluency: Word Automaticity

Objective Improve word accuracy

Display page 34 of **Reading Triumphs**. Read each word in “Working with Words,” blending the sounds or saying the words as you read. Have children blend or say each word after you.

Reread Have children **reread** the previous story from **Reading Triumphs**. Circulate and listen in.

Time to Read

► Read “Can Jim Fit?” and “Big Max”

Objective Identify story structure: Sequence

Before Reading Remind children that as they reread “Can Jim Fit?” and “Big Max,” they should think about the order of events in each story. *Think about what happens first, next, and last in each story. Paying attention to the sequence of events can help us understand what we read.*

During Reading Read “Can Jim Fit?” together. Pause after each spread and model describing the story events in order.

- Read “Big Max” together. Pause after each spread and have children describe the events in order.
- Have children use a Sequence Chart to record what happens first, next, and last.
- **Partner Reading** Have partners read one of the stories together. Guide them to describe the events in order.

After Reading Point out that both stories have a sequence of events. Guide children to describe the events in order in each story. Discuss how paying attention to what happened first, next, and last helped them understand the stories.

► Build Fluency: Connected Text

Objective Model fluency

Echo-Read Read each book one page at a time, and ask children to read each page after you. Have them read at the same speed and with the same expression that you use.

► Write

Objective Write letters, words, and a sentence

- Use the **Sound-Spelling WorkBoards**. Say each sound one at a time: /i/, /s/, /p/, /t/, /b/, /n/, /g/. Have children write each letter. Say each word: *in, it, sip, sit, big*. Have children write each word.
- Ask children to write a sentence about Jim and Big Max.

See the Writing lessons on page 41.



Reading Triumphs

Materials

- Reading Triumphs pp. 36–40; 42–46
- Take-Home Book; Practice Book pp. 55–56
- Listening Library
- Assessment Book
- Photo Cards: *fish*, *mix*, *six*

- Large Letter Cards: *b, d, g, h, i, n, p, s, t*
- Letter Tiles
- Comprehension Cards

Online Resources

- Bibliography

Working with Words

► Phonemic Awareness

Objective Review phonemes

- I Do**
- Listen as I say a word in parts and then blend the sounds together. Listen: /b/ /i/ /g/, /biiig/. Say it with me: /biiig/, *big*.
 - The middle sound in *big* is /i/. Make that sound with me.
 - Repeat this procedure with *sip* and *him*.
- We Do**
- I'm going to act out a word that has the /i/ sound. Try to guess the word.
 - Hold up **Photo Card** *fish*. Have children segment and blend the word *fish* with you: /f/ /i/ /sh/, /fffiish/, *fish*.
 - Hold up **Photo Card** *fish*. Have a child say another word with the /i/ sound, such as *pit*.
 - Ask children to segment and blend that word with you: /p/ /i/ /t/, /piiit/, *pit*.
- You Do**
- Hold up **Photo Card** *mix*. Have children segment and blend the word: /m/ /i/ /ks/, /mmmiiksss/, *mix*.
 - Hold up **Photo Card** *mix*. Have a child say another word with the /i/ sound, such as *pig*.
 - Ask children to segment and blend that word: /p/ /i/ /g/, /piiig/, *pig*.

► Phonics

Objective Review blending short *i* words

- I Do**
- Use **Large Letter Cards** or **Letter Tiles** *d, i, g*.
 - Point to each letter as you say the sound it stands for. Listen as I blend these letters: /diiig/, *dig*.
 - Repeat with initial letters *b, t, and h*. Build and blend the words *big, bit, and hit*.
- We Do**
- Give **Letter Cards** *p, i, t* to three children.
 - Stand next to each other to make the word *pit*. What sound do you hear at the beginning of *pit*? Which letter stands for that sound? What sound do you hear in the middle? Which letter stands for that sound? What sound do you hear at the end? Which letter stand for that sound?
 - Now let's blend these sounds together: /piiit/, *pit*.
 - Have the child with the *p* step aside. Ask another child to hold up **Letter Card** *s* and stand beside the child with the letter *i* to make the word *sit*. What sound do you hear at the beginning of *sit*? Which letter stands for that sound?
 - Repeat the procedure to build and blend *tip, pig, and dip*.
- You Do**
- Distribute **Letter Cards** *b, g, i, n, p, s, and t* to children, one letter to a child.
 - Let's build some words with the /i/ sound.
 - Say the word *sip*, and have the children holding **Letter Cards** *s, i, p* stand next to each other to build the word *sip*. Guide children as needed. Blend each word with children.
 - Have children repeat the activity to build the words *big, pin, tip, and sit*.

Words to Know

► High-Frequency Words: *run, be, the, play*

Objective Review high-frequency words

- Say each high-frequency word, one at a time: *run, be, the, and play*.
- Have children spell and write each word.
- Have children write sentences using as many high-frequency words as they can.
- Have partners share their sentences and then read each other's aloud.

ELL Model using each word in a sentence. For more support, see pages T6–T7.

Time to Read

► Read Take-Home Book

Objective Review story structure: Sequence

- Reread and review “Can Jim Fit?” and “Big Max” using the **Listening Library** audio selection. Then read the **Take-Home Book** story together.
- Have children whisper-read the **Take-Home Book** story independently. Listen while children read, offering guidance as necessary.

See **Practice Book** pages 55–56.

► After Reading

Have pairs of children act out what they think might happen next in each story. Have each pair present their ideas. Encourage them to explain why they think this might happen. Ask questions such as:

- What happened right before this in the story?
- What makes you think this would happen next?
- What else could happen after that?

CORRECTIVE FEEDBACK

If children cannot identify the sequence of events, use **Comprehension Cards: Sequence**. Model identifying what happens first, next, and last.

Quick Check

Can children identify sequence of events? If not, use the **Additional Instruction** on pages 66–69.

► Build Fluency: Connected Text

Objective Increase reading speed

- Preview the **Take-Home Book** story and point out the punctuation marks in the text. Have pairs take turns reading aloud the story to each other.
- Guide children to read aloud the story with the appropriate expression, pausing and stopping where the punctuation marks dictate.

► Writing

Objective Write and share simple sentences

- Have children write simple sentences about the sequence of events in the **Take-Home Book**.
- Encourage children to use high-frequency words and words with /i/ in their sentences.
- Invite children to take turns reading their sentences aloud.

See the Writing lessons on page 41.

Invite children to read the **Take-Home Book** story to their family and friends.

► Self-Selected Reading

Objective Read independently

Have children select books to read on their own. See the Online Bibliography for suggested titles.

Weekly Assessment

Have children complete the Weekly Assessment on **Assessment Book** pages 74–77.

Fluency Use the passage on **Assessment Book** pages 36–37.

Lesson 11

Grammar
Statements

Writing
Shared Writing

Lesson 12

More Word Work
Double Final Consonants

Grammar
Statements

Writing
Interactive Writing

Lesson 13

Grammar
Mechanics

Writing
Trait: Ideas
Independent Writing:
Focus and Plan,
Prewrite and Draft

Lesson 14

More Word Work
Word Sort

Writing
Independent Writing:
Revise and Edit

Lesson 15

Writing
Independent Writing:
Publish and Present

More Word Work

Materials

- large index cards with *big, pick, pig, quick, quit* and **spelling words** *dig, fit, lick, sit*
- pocket chart

► Double Final Consonants: -ll, -ss

Objective Blend words

- Write these words in a column on the board: *hiss, kiss, miss*. Underline the letters -ss at the end of each word. Tell children that the last sound is /s/, but it is often spelled with two s's at the end of the word.
- Write the words *fill, hill, and will* in a second column on the board. Underline the letters -ll at the end of each word. Tell children that the last sound is /l/, but it is often spelled with two l's at the end of the word.
- Point to the letters as you say the sounds and read the words in the first column. *Listen as I say the sounds in each word: /hiiisss/, hiss; /kiiisss/, kiss; /mmmiisss/, miss. What sound do you hear at the end of each word? Let's say it together: /sss/. Have children chorally read the words.*
- Repeat with /l/ and the words *fill, hill, and will*.

► Word Sort: -ick, -ig, -it

Objective Sort words in word families

- Place the cards for *dig, fit, lick* in three columns in the pocket chart. Point to the letters as you say the sounds and blend them to read the words.
- Hold up the card for *big*. Say the sounds and read the word. Point out the matching sounds /iiig/. Model placing the card for *big* under *dig*.
- Repeat for other cards, having children sort them. Then have them chorally read all of the words.

Grammar

► Statements

Objective Understand statements

- Explain to children that a statement is a sentence that tells something. A statement starts with a capital letter and ends with a period.
- Write the following sentence on the board: *Jim can fit in the hat. This is a statement because it tells something.* Underline the capital letter and the period.
- Write the following words on the board: *in the hat*
- *This is not a statement because it does not tell about something. It does not give a whole idea. There is no capital letter and no period.*
- Write the following group of words and sentence on the board: *I can; I can fit in the hat.* Read the words and the statement and have children chorally read the words and the statement.
- Read the words and the statement again. Ask children to raise their hands when they hear the statement being read.

► Mechanics: Sentence Capitalization

- Tell children that a sentence always begins with a capital letter. Write this sentence on the board: *We can fit in the hat.* Circle the capital letter. *The first letter in the first word in a sentence is always a capital letter.*
- Write the following on the board: *You can sit. you can sit. you can fit in the hat. We can fit in the hat.* Read the sentences and have children repeat.
- Point to each sentence. Ask children to say "yes" aloud if the sentence has the correct capitalization.
- Circle the letters that need capitalization. Write the capital letter above the circle.

Writing

Personal Narrative

Objective Compose a descriptive sentence

► Shared Writing

- Discuss with children how the size of the animals in the story, “Can Jim Fit?,” determined whether they would fit in the hat.
- Tell children that they will be writing about things they no longer fit into because they have grown.
- Have children think about things they have outgrown. Record their responses on the board.
- Ask children to describe the things. Record the descriptions alongside each item.
- Use children’s suggestions and write sample sentences for each item: *I can not fit into my old shoes. The shoes are red.* Tell children that the word *I* or *my* is used to write a personal narrative sentence.

► Interactive Writing

- Help children brainstorm examples of different things they have outgrown, such as clothing, toys, or bicycles. Record children’s responses on the board.
- Model a personal narrative sentence by writing one of the suggestions: *I do not fit on my old bicycle.* Remind children that the word *I* or *my* is used to write a personal narrative sentence.
- Have children give a description of the item, such as size and color. Record children’s descriptions on the board next to each item. Have children create a personal narrative sentence about their outgrown item.
- Once a sentence is generated, repeat it several times for children. Have children share the pen to help write words or add a punctuation mark. Repeat with more sentences.
- Point out the punctuation marks children have used.

► Writing Trait: Ideas

- Explain to children that good writers think of an idea before they begin to write. Good writers use details to make their ideas more interesting.
- For example, if children are going to write sentences about things they have outgrown, they need to describe details about the things.
- Write the following sentence on the board: *I can not fit into my favorite coat. It is red with white spots.* Have children point out the details.

► Independent Writing

Focus and Plan

- Ask children to think about something they have outgrown. Have them discuss why the item no longer fits.

Prewrite and Draft

- Have children draw a picture of themselves with the item today, showing how it no longer fits.
- Have children draft sentences about why the item no longer fits. Remind children to describe their item using details.

Revise and Edit

- Ask children to check the sentences they wrote about their outgrown item. Have them decide if the details are interesting.
- Have children work with a partner and read each other’s sentences. *Do you understand why your partner’s item no longer fits?*
- Have children check that the statements tell about the outgrown items.
- Have children check that the sentences begin with a capital letter and end with a punctuation mark.

ELL Have partners tell why things no longer fit. Write: *My _____ does not fit me.* Help children fill in the sentence.

Publish and Present

- Have partners take turns reading their sentences to the class.
- Create a class *It Does Not Fit* book.



Reading Triumphs

Materials

- Reading Triumphs pp. 48–49
- Practice Book p. 57
- Sound-Spelling WorkBoards
- Large Letter Cards: *a, c, d, f, i, l, m, n, p, s, t*
- Letter Tiles
- Word Cards: *a, be, come, do, good, play, run, the*
- hand puppet
- markers or counters
- pocket chart

Working with Words

Phonemic Awareness

Objective Blend phonemes

Read aloud the following rhyme. Then reread it and invite children to chime in with you:

Horses can clip-clop,
Fish can flip-flop,
And I can clap!

I Do Listen as the puppet says words from the rhyme, then strings together the sounds: /k/ /l/ /i/ /p/, /kllliip/, *clip*; /k/ /l/ /a/ /p/, /klllaap/, *clap*.

- We Do**
- Tell children that the words *clip* and *clap* start with the sounds /kl/.
 - Say the words *clip* and *clap* again. Let's say these words together: *clip*, /kl/ /i/ /p/; *clap*, /kl/ /a/ /p/. Did you hear /kl/ at the beginning of each word?
 - Repeat, listening for the sounds /fl/ in *flip/flag*, /bl/ in *black/blip*, and /pl/ in *plip/plan*.

- You Do**
- Model how to place markers in the sound boxes on the **Sound-Spelling WorkBoard** for each sound in the word *clap*.
 - Ask children to orally blend the phonemes as you point to each marker.
 - Repeat with *flag*, *plan*, and *flip*.

See **Practice Book** page 57.

CORRECTIVE FEEDBACK

Model how to blend *clip* using onset and rime. Let's say the word *clip* this way: /kl/ /ip/, *clip*. Now let's blend *clip*: /kllliip/, *clip*. Continue with *flag* and *clap*.

Quick Check

Can children blend phonemes? If not, use the Additional Instruction on pp. 66–69.

Phonics

Objective Blend words with /l-blends

Review Show each of the following **Large Letter Cards** as children say the sound: *a, i, t, l, c, m, s, d, n, p, f*. Mix the cards and repeat.

- I Do**
- Display **Large Letter Cards** or **Letter Tiles** *f* and *l*.
 - The name of this letter is *f*. The name of this letter is *l*. The letters *f* and *l* can be blended together to stand for the sounds /fl/. These are the sounds at the beginning of *flip*. Listen: /fl/ /i/ /p/, *flip*.
 - Repeat with *clip*, *plan*, *clap*, and *flat*.

- We Do**
- Write the word *flag* on the board. Circle the letters *fl*. When the letters *f* and *l* are together in a word, the sounds blend together. Have children chorally say /fffl/ as you point to the letters *f* and *l*.
 - Listen as I point to the letters and say the sounds in *flag*: /fl/ /a/ /p/, *flag*. I hear the sounds /fl/ at the beginning of *flag*. Try it with me: /fffl/ /aaa/ /p/, /ffflaaaap/, *flag*.
 - Repeat this procedure with *clip*, *plan*, *clap*, and *flat*.

- You Do**
- Model blending these words sound by sound. Then have children repeat.
glad flag plan flip glass black

CORRECTIVE FEEDBACK

Write *flat* on the board. Have children draw a line under the *fl* in *flat*. These are the sounds /fl/ in the word *flat*: /fl/ /a/ /t/, *flat*. Let's blend *flat* together: /ffflaaaat/, *flat*. Repeat with *clip*, *plan*, *flag*, and *glad*.

Quick Check

Can children blend words with /l-blends? If not, use the Additional Instruction on pp. 66–69.

Words to Know

► Review High-Frequency Words

Objective Read and use previously introduced high-frequency words

- Review high-frequency words introduced in Unit 1, Week 3. *Let's review words we learned before.*
- Hold up **Word Cards** *run, be, the, and play* one at a time. Have children read each word.
- Have children use each word in a sentence.

► High-Frequency Words: *a, good, do, come*

Objective Read new high-frequency words

- Display **Word Cards** *a, good, do, and come* in the pocket chart.
- Have children **read, spell, and write** *a*. Point to and say the word *a*. *This is the word a. It is spelled a. We will read a book.*
- Follow the same steps to introduce *good, do, and come*.
- Have children make up sentences using the words. Provide sentence starters such as: *I am good at ____ or I like to do ____*. Write the completed sentences on the board.

CORRECTIVE FEEDBACK

Point to, say, and spell *do*. *Point to it and say it with me: do. It is spelled d-o. Spell it with me. What did you spell? The first sound in do is /d/.*

Quick Check

Can children read *a, good, do, and come*?
If not, use the Additional Instruction on pp. 66–69.

► Oral Vocabulary: Happy Words

Objective Develop oral vocabulary

- **Define** Talk about the words *good* and *glad* as words that we use to talk about happy feelings. Introduce another word that means almost the same thing as *good*, such as *great*.
- **Example** Use each word in a sentence. *I am glad when I see you.*
- **Ask** Ask children to name a time when they feel good, great, or glad.

► Build Fluency: Word Automaticity

Objective Improve word accuracy

Display **Reading Triumphs** page 48. Read each word in “Working with Words,” blending the sounds or saying the words as you read. Have children blend or say each word after you.

Time to Read

► Read “A Good Cat”

Objective Read words in connected text

- Have children read aloud “Words to Know.”
- **Choral Reading** Read the story together.
- **Independent Reading** Have children whisper-read the story independently. Listen while children read, offering guidance as necessary.
- **Partner Reading** Ask children to partner-read “A Good Cat.”

► Write

Objective Write letters, words, and a sentence

- Use the **Sound-Spelling WorkBoards**. Say the sounds one at a time: /k/, /b/, /i/, /d/, /g/, /l/. Have children write the letter or letters. Say each word: *big, dig, lick*. Have children write each word.
- Have children draw and label a picture of a good cat.

ELL Model writing each word. Have children share sentences orally using the words. Record their sentences. For more support see pages T6–T7

See the Grammar and Writing lessons on pages 52–53.



Reading Triumphs

Materials

- Reading Triumphs pp. 48; 50–55
- Practice Book p. 58
- Sound-Spelling WorkBoards
- Large Letter Cards: *a, b, c, d, f, g, h, i, k, l, n, p, r, s, t*
- Letter Tiles
- Word Cards: *a, come, do, good*

- hand puppet
- markers or counters

Online Resources

- **IWB** Interactive White Board Comprehension Lessons
- Graphic Organizer: Plot Chart

Working with Words

Phonemic Awareness

Objective Identify phonemes in isolation

Read aloud the following rhyme. Then reread it and invite children to chime in with you:

Horses can clip-clop,
Fish can flip-flop,
And I can clap!

I Do Listen as the puppet says two words slowly: *glad, glass*. These words begin with the /gl/ sounds.

- We Do**
- Ask children to say the word *flip* after you, stretching the sounds.
 - Listen as I say the sounds in this word: /ffllliip/, *flip*.
 - What sounds do you hear at the beginning of this word? Let's say the sounds: /fl/. This is an /l-blend.

- You Do**
- Say these pairs of words: *clap/cat; black/bag; slam/slip; plan/pin; glass/glad; fat/flag*. Have children repeat each pair after you.
 - Repeat each word pair again. Which words begin with an /l-blend?

CORRECTIVE FEEDBACK

Using the sound boxes on the **Sound-Spelling WorkBoards**, model how to isolate the four sounds in the word *flap*. Stretch the sounds as you drag one marker onto each box. Have children repeat. Continue with *black, plan, slim, clap*.

Quick Check

Can children recognize the sounds of initial /l-blends? If not, use the Additional Instruction on pp. 66–69.

Phonics

Objective Blend words with initial /l-blends

Review Show the following **Large Letter Cards** or pairs of cards as children say the sound(s): *cl, fl, gl, sl, bl, ck, n, a, and i*. Mix the cards and repeat.

- I Do**
- Use **Letter Cards** or **Letter Tiles** *c, l, a, p*.
 - Model blending.
 - The letter *c* stands for the sound /k/. The letter *l* stands for the sound /l/. The letter *a* stands for the sound /a/. The letter *p* stands for the sound /p/. Listen as I blend all four sounds together: /klllaap/, *clap*.
 - Repeat with *flat, black, clip, and glad*.

- We Do**
- Blend *slip*: /ssllliip/. Blend it with me.
 - Let's change the *s* in *slip* to *c*. What word did we make? Let's blend the sounds together: /kllliip/, *clip*.
 - Repeat to build and blend *flip, flick, click, and clack*.

- You Do**
- Guide children to change the *cl* in *clack* to *bl*. What word did you make? What sounds changed to make the word *black*?
 - Continue to have children build and blend words. Change one or more letters to make each of these words:

flag glad plan slam slim slit

See **Practice Book** page 58.

- ELL** Model correct mouth position for /l-blends using /bl, /kl, /fl, /gl, /pl, /sl/, having children repeat. Review meanings of /l-blend words in the lesson that can be demonstrated in a concrete way. For example, point to a picture of a plant. Use such sentence frames as *A tree is a ____* for children to complete. For more support, see pages T6–T7.

See the More Word Work lessons on page 52.

Words to Know

► High-Frequency Words: *a, good, do, come*

Objective Read high-frequency words

- Hold up the **Word Cards** one at a time: *a, do, good, and come*. Have children **read, spell, and write** each word.
- Then ask children to call out the words as you point to the cards. Repeat in random order at varying speeds.

CORRECTIVE FEEDBACK

Point to, say, and spell *good*. *This word is good. Point to the word and say it with me: good. It is spelled g-o-o-d. Spell it with me. What word did you spell? The last sound in good is /d/. The last letter is d.*

Quick Check

Can children read *a, good, do, and come*?
If not, use the **Additional Instruction** on pp. 66–69.

► Oral Vocabulary: Happy Words

Objective Develop oral vocabulary

- Ask children to pantomime feeling good, glad, or great. Remind them that these are words we can use when we talk about feeling happy.
- **Define** Tell children that when something is *great*, it is really good.
- **Example** Use *great* in a sentence: *I feel great about the building we made together.*
- **Ask** *What or who makes you feel great?*

► Build Fluency: Word Automaticity

Objective Improve word accuracy

Display page 48 of **Reading Triumphs**. Read each word in “Working with Words,” blending the sounds or saying the words as you read. Have children blend or say each word after you. Then say the words in random order. Have children point to the word you say.

Time to Read

► Read “Clip, Clip!”

Objective Identify story structure: Plot

Before Reading Preview the story. *What do you think this story will be about?*

- Help children set a purpose for reading: *Do you think the boy will like his haircut?*
- Have children read aloud “Words to Know.”

During Reading Read the story together. Use a Plot Chart to record the story events. Guide children in a choral reading. Pause after each spread to check their comprehension. After page 51, ask: *What happened in the beginning of the story? How does Matt feel?* After page 53: *What happened in the middle of the story?* After page 54: *What happened in the end of the story? How does Matt feel?*

After Reading Tell children that stories usually have a beginning, a middle, and an end. *What happens in each part of the story is called the plot. In many stories, the plot is about a problem the character has and how that problem is solved. In the beginning of “Clip, Clip!” Matt is sad because he does not like his new haircut. This is his problem. In the middle, the barber fixes the haircut. In the end, Matt is glad because he likes the haircut. This is the solution to Matt’s problem.*

IWB Online Comprehension Lessons: Problem and Solution

► Comprehension Check: Text Evidence

Display page 55 of **Reading Triumphs**. Have children retell the story. Have them use the text and illustrations to answer the **Think About It** questions.

► Write

Objective Write letters, words, and a sentence

- Use the **Sound-Spelling WorkBoards**. Say the sound or sounds one at a time: /k/, /d/, /p/, /a/, /i/, /g/. Have children write the letter or letters that stand for each sound. Say each word: *clip, clap, glad*. Have children write each word.
- Have children write a sentence about how Matt feels in “Clip, Clip!” *Matt is _____.*

See Grammar and Writing lessons on pages 52–53.



Reading Triumphs

Materials

- Reading Triumphs pp. 48; 56–61
- Practice Book pp. 59–60
- Sound-Spelling WorkBoards
- Large Letter Cards: *a, b, c, d, f, g, i, k, l, p, s (2), w*
- Letter Tiles
- Word Cards: *a, come, do, good*
- Comprehension Cards

- markers or counters
- hand puppet
- pocket chart

Online Resources

- **IWB** Interactive White Board
- Comprehension Lessons
- Graphic Organizer: Plot

Working with Words

► Phonemic Awareness

Objective Segment phonemes

Read aloud the following rhyme. Then read it again and invite children to chime in with you:

Slip and slide, slip and slide,
We are glad to be in the snow.
First we climb the slippery slope.
Then down the hill we go!

- I Do**
- Listen to how the puppet says a word and then breaks the word into sounds: *slip, /s/, /l/, /i/, /p/*.
 - Point out that there are four sounds in *slip*.

- We Do**
- Place markers in the sound boxes on the **Sound-Spelling WorkBoards** for *glad*.
 - Let's say the word *glad* together. There are four markers to stand for four sounds: */g/ /l/ /a/ /d/*. Listen as I say each sound in *glad*: */g/ /l/ /a/ /d/*. Let's say the four sounds in *glad* again.
 - Repeat with *slap* and *flag*.

- You Do**
- Have children place markers in the sound boxes for the sounds in *flip* and *black*.
 - Ask children to say each sound and then tell how many sounds are in each word.
 - Have children segment other words with *l*-blends, such as *slim, plan, and clam*.

CORRECTIVE FEEDBACK

Say *clap* and *flag* with me. Listen to each sound: */k/ /l/ /a/ /p/, /f/ /l/ /a/ /g/*. Repeat with *click* and *glad*.

Quick Check

Can children segment phonemes? If not, use Additional Instruction on pp. 66–69.

► Phonics

Objective Blend words with initial *l*-blends

Review Show the following **Large Letter Cards** or pairs as children say the sound(s): *a, c, fl, i, sl, w*. Mix the cards and repeat.

- I Do**
- Display **Letter Cards** or **Letter Tiles** *f* and *l*.
 - The name of this letter is *f*. The name of this letter is *l*. The letters *f* and *l* blend together to stand for the sounds */fl/* at the beginning of *flag*.
 - Write the word *flag* on the board. Circle *fl* as you say the sounds */fl/*. Repeat with *flip, flap, and flat*.

- We Do**
- Display **Letter Cards** or **Letter Tiles** *s, l, i, d*.
 - Listen as I blend this word: */s/ /l/ /i/ /d/, /ssllliid/, slid*. Let's blend *slid* together. What sounds do you hear at the beginning of *slid*? Which two letters stand for those sounds?
 - Have a child identify the **Letter Cards** or **Letter Tiles** that stand for the */sl/* sounds in the word *slid*. Repeat with *plan, glass, clip, and black*.

- You Do**
- Have children write the *l*-blends *bl, cl, fl, gl, or sl* on the **Sound-Spelling WorkBoards** when you say a word with that *l*-blend. Say these words in random order: *black; clap, click, clip; flat, flip, flag; glad, glass; slap, slit, slick*.

CORRECTIVE FEEDBACK

Give four children **Letter Cards** *s, l, a, p*. Model blending *slap*. Have the child holding **Letter Card** *s* say */s/* and write *s*. Have other children say */s/*. Repeat for *l*, blending */sslll/*. Continue with *a* and *p*, blending */sslllaap/*. Repeat with *glad* and *black*.

Quick Check

Can children blend words with *l*-blends? If not, use the Additional Instruction on pp. 66–69.

Words to Know

► High-Frequency Words: *a, good, do, come*

Objective Read high-frequency words

- Display the **Word Cards** *a, good, do, and come* in the pocket chart.
- Say the word *a*. Have children point to and spell the word aloud.
- Follow the same steps to review *good, do, and come*. See **Practice Book** page 59.

► Oral Vocabulary: Happy Words

Objective Develop oral vocabulary

- **Discuss** Remind children that *good, glad, and great* are words that can describe happy feelings. *Jim felt great about helping Jan.*
- **Connect** Ask children to act out feeling good, feeling great, and feeling glad.

► Build Fluency: Word Automaticity

Objective Improve word accuracy

Display page 48 of **Reading Triumphs**. Read each word in “Working with Words,” blending the sounds or saying the words as you read. Have children blend or say each word after you. Have children **reread** the previous story from **Reading Triumphs**. Circulate and listen in.

Time to Read

► Read “Flag Can Do It”

Objective Identify story structure: Plot

Before Reading Preview the story by reading aloud the title. *Who do you think Flag is?*

- Help children set a purpose for reading: *What do you think Flag will do in the story? Let’s find out.*

During Reading Read the story together. Use a Plot Chart to help children understand what happens in the beginning, middle, and end. After page 57: *What happened in the beginning? What is Flag’s problem?* After page 59: *What happened in the middle?* After page 60: *What happened in the end? How does Flag solve her problem?*

- **Independent Reading** Have children whisper-read the story.

See **Practice Book** page 60.

After Reading Remind children that stories have a plot. The plot is what happens in the beginning, the middle, and the end. Usually, the plot tells how a character solves a problem. Display pages 56 to 60. *In the beginning Flag is stuck in the tree. This is her problem. In the middle, Flag has a plan to solve her problem. In the end, Flag solves her problem.*

IWB **Online Comprehension Lessons:** Problem and Solution

► Comprehension Check: Text Evidence

Display page 61 of **Reading Triumphs**. Have children retell the story. Have them use the evidence in the text and illustrations to answer the **Think About It** questions.

- **ELL** Retell the story, using the phrases “in the beginning,” “in the middle,” and “in the end” to identify each part of the story. For more instruction, see pages T6–T7.

CORRECTIVE FEEDBACK

If children cannot identify the plot, use **Comprehension Cards: Problem and Solution**.

Quick Check

Can children identify the plot? If not, use the Additional Instruction on pp. 66–69.

► Write

Objective Write letters, words, and a sentence

- Use the **Sound-Spelling WorkBoards**. Say the sounds: /a/, /f/, /i/, /g/, /p/. Have children write the letters. Say each word: *flag, flip, pig, gap*. Have children write each word.
- Have children draw and label a picture of Flag. Provide the sentence starter: *Flag can _____.*

See the Grammar and Writing Lessons on pages 52–53.



Reading Triumphs

Materials

- Reading Triumphs pp. 48; 50–54; 56–60
- Sound-Spelling WorkBoards
- Large Letter Cards: *a, b, c, d, g, i, k, l, m, n, p, s (2)*
- Letter Tiles
- Word Cards: *a, come, do, good*

- hand puppet

Online Resources

- Graphic Organizer: Plot Chart

Working with Words

► Phonemic Awareness

Objective Identify phonemes in isolation

Read aloud the following rhyme. Then reread it and invite children to chime in with you:

Slip and slide, slip and slide,
We are glad to be in the snow.
First we climb the slippery slope.
Then down the hill we go!

I Do Listen as the puppet says some words slowly: *black, clap, plan, slid, flat*. Listen to the beginning sounds in each word.

- We Do**
- Ask children to say each word slowly after you: *black, clap, plan, slid, flat*.
 - What sounds are at the beginning of each word? How many sounds do you hear? Listen again for the sounds in each word.
 - Repeat this procedure for *clip, glad, and slam*.

- You Do**
- Tell children that you will say a group of words. Ask children to listen for an *l*-blend at the beginning of each word. Say these words: *black, back, pan, plan, slip, lip*.
 - Which words begin with an *l*-blend?
 - Repeat with *glad, lad, slam, Sam, clap, lap, cat*.

ELL Make the /k/ sounds and point out correct mouth position. Have children repeat. Do the same for other *l*-blends. Have children practice saying minimal contrast pairs: *plan, pan; slid, Sid; black, back; clap, cap*. For more support, see pages T6–T7.

Objective Blend words with *l*-blends

Review Show the following **Large Letter Cards** as children say each sound or pair of sounds: *a, b, i, k, cl, bl, pl, gl, sl*. Mix the cards and repeat.

- I Do**
- Use **Letter Cards** or **Letter Tiles** *p, l, a, n*. Model blending.
 - The letters *pl* stand for /pl/. The *a* stands for /a/. The *n* stands for /n/. Listen as I blend these sounds: /plllaaann/, *plan*. Say it with me: *plan*.
 - Repeat with *clack, glad, and slick*.

- We Do**
- Let's change the *sl* in *slick* to *cl*. What word did we make? Let's blend the sounds: /kllliik/, *click*.
 - Now let's change the *cl* in *click* to *bl* and the *i* to *a*. What word did we make? Let's blend the sounds: /blllaak/, *black*.

- You Do**
- Guide children to change the *bl* in *black* to *cl*. What word did you make? Blend the sounds in this word.
 - Now change the *ck* in *clack* to *m*. What word did you make? Blend the sounds in this word.
 - Have children continue to change letters to make *clap, clip, slip, and slim*.

See the More Word Work lessons on page 52.

CORRECTIVE FEEDBACK

Give five children **Letter Cards** *c, l, a, s, s*. Model blending *class*. Have the child with **Letter Card** *c* say /k/ and write *c*. Have other children say /k/. Repeat for *l, a, s, and s*, blending /klll/, /kllaaa/, and then /kllaaasss/. Continue with *glass* and *glad*.

Quick Check

Can children blend sounds in words with *l*-blends? If not, use the Additional Instruction on pp. 66–69.

► Phonics

Words to Know

► High-Frequency Words: *a, good, do, come*

Objective Read high-frequency words

- Place **Word Cards** *a, good, do, and come* facedown.
- Tell children that you will turn over **Word Cards** one at a time for them to read.
- Turn over the cards one at a time. Have children chorally call out each word.
- Mix and repeat.

CORRECTIVE FEEDBACK

Point to, say, and spell *come*. *This word is come.*
Point to the word and say it with me: *come*. It is spelled *c-o-m-e*. Spell it with me. What word did you spell? The first sound is /k/. The first letter is *c*.

Quick Check

Can children read *a, good, do, and come*?
If not, use the Additional Instruction on pp. 66–69.

► Oral Vocabulary: Happy Words

Objective Develop oral vocabulary

- **Confirm** Remind children that *glad, good, and great* can be used to describe happy feelings.
- **Discuss** Talk about other words that describe good feelings, such as *amazing* and *terrific*.
- **Connect** Invite children to act out how they might react to their favorite foods. Encourage them to use *good, great, amazing, and terrific*.

For Additional Instruction, see pages 66–69.

► Build Fluency: Word Automaticity

Objective Improve word accuracy

Display page 48 of **Reading Triumphs**. Read each word in “Working with Words,” blending the sounds or saying the words as you read. Have children blend or say each word after you.

Reread Have children reread the previous story from **Reading Triumphs**. Circulate and listen in.

Time to Read

► Read “Clip, Clip!” and “Flag Can Do It”

Objective Identify story structure: Plot

Before Reading Remind children that as they read they should think about the plot and what happens in the beginning, middle, and end of the story. *As you read “Clip, Clip!” and “Flag Can Do It,” think about what the problem is in each story and how the character solves the problem. This can help you better understand the story.*

During Reading Read “Clip, Clip!” together. Pause after each spread and guide children to describe what has happened. Prompt them to identify Matt’s problem and how it is solved.

- Read “Flag Can Do It” together. Pause after each spread and have children describe what has happened. Have them identify Flag’s problem and how she solves it.
- Have children use a Plot Chart to record what happens in the beginning, middle, and end.
- **Partner Reading** Have pairs read one of the stories together. Guide them to discuss the plot.

After Reading Point out that both stories have a beginning, a middle, and an end. A character has a problem and then finds a solution. Guide children to describe the problem and solution in each story.

► Build Fluency: Connected Text

Objective Model fluency

Echo-Read Read each story one page at a time and ask children to read each page after you. Tell them to read at the same speed and with the same expression as you.

► Write

Objective Write letters, words, and sentences

- Use the **Sound-Spelling WorkBoards**. Say the sounds: /f/, /a/, /i/, /k/, /g/, /gl/, /p/, /d/. Have children write the letters and letter pairs. Have children write each word: *clip, flag, flip, glad, clap*.
- Ask children to write simple sentences about the plot of “Clip, Clip!” or “Flag Can Do It.”

See the Writing lessons on page 53.



Reading Triumphs

Materials

- Reading Triumphs pp. 50–54; 56–60
- Take-Home Book; Practice Book pp. 61–62
- Listening Library
- Assessment Book
- Sound-Spelling WorkBoards
- Large Letter Cards: *a, b, c, d, f, g, k, l, s* (2)
- Letter Tiles
- Word Cards: *a, come, do, good*
- Comprehension Cards

Online Resources

- Bibliography

Working with Words

► Phonemic Awareness

Objective Review phonemes

- I Do** ■ Listen as I say a word in parts: /p/ /a/ /n/. I can blend these sounds: /pɪlɪaann/. Say it with me: *plan*.
- The sounds at the beginning of *plan* are /p/.
- Repeat this procedure with *black*, *glass*, and *flip*.
- We Do** ■ Invite children to sit in a circle.
- Ask children to segment and blend the word *click* with you: /k/ /l/ /i/ /k/, /kɪlɪiik/, *click*. Remind them that the /k/ and /l/ sounds are blended together: /kl/.
- Ask a volunteer to say another word that begins with /kl/, such as *clap*. Guide children to segment and then blend that word with you.
- What sounds do you hear at the beginning of both of these words?
- You Do** ■ Ask volunteers to name more words with /bl/, /kl/, /gl/, /fl/, /pl/, and /sl/.
- As each word is said, ask children to segment and blend each word. Guide children as needed.
- Continue the activity until each child has had a chance to say a word with an /l-blend.

► Phonics

Objective Review blending words with /l-blends

- I Do** ■ Use **Letter Cards** or **Letter Tiles** *g, l, a, d*.
- Listen as I blend these letters: /gɪlɪlɪaaad/, *glad*.
- Repeat with *flag*, *glass*, and *black*.
- We Do** ■ Write *flat* on the board. Ask a volunteer to draw a line under the letters *f* and *l*.
- What letters are at the beginning of *flat*? Let's blend these letters together: /f/ /at/, /ffɪlɪlɪaaat/, *flat*. What other words begin with *fl*?
- Repeat with *glass* and *clip*.
- You Do** ■ Giving hints as necessary, have children find words in the classroom, in books, and in magazines that begin with /bl/, /kl/, /fl/, /gl/, /pl/, and /sl/.
- Ask children to write the words they find on the board. Encourage children to count the words they find, sorting them by initial /l-blend.
- Help children to blend and read the words aloud.

Words to Know

► High-Frequency Words: *a, good, do, come*

Objective Review high-frequency words

- Say each high-frequency word one at a time: *a, good, do, and come*.
- Have children spell and write each word.
- Have children write sentences using as many high-frequency words as they can.
- Have partners share their sentences and then read each other's sentence aloud.

ELL Model using each word in a sentence. For more support, see pages T6–T7.

Time to Read

► Read Take-Home Book

Objective Review story structure: Plot

- Reread and review "Clip, Clip!" and "Flag Can Do It" using the **Listening Library** audio selection. Then read the **Take-Home Book** story together with children.
- Have children whisper-read the **Take-Home Book** story independently. Listen while children read, offering guidance as necessary.

See **Practice Book** pages 61–62.

► After Reading

Review identifying the plot by guiding children to describe the problem that the characters have in "Clip, Clip!", "Flag Can Do It," and the **Take-Home Book** story. Have them describe how each problem is solved. *What problem does the boy solve in "Clip, Clip!"? What is the problem in "Flag Can Do It"? How is it solved?*

CORRECTIVE FEEDBACK

If children cannot identify the plot, use **Comprehension Cards: Problem and Solution**.

Quick Check

Can children identify the plot? If not, use the **Additional Instruction** on pp. 66–69.

► Build Fluency: Connected Text

Objective Increase reading speed

- Have children review the **Take-Home Book** story and guide them to look for the punctuation marks. Model reading a page for children using appropriate expression and phrasing.
- Choral-read the story with children using appropriate phrasing and expression. Guide children to use the same phrasing and expression as you.

► Writing

Objective Write and share simple sentences

- Have children write sentences about the plot in the **Take-Home Book** story.
- Encourage children to use high-frequency words and words with /-blends.
- Encourage children to share their sentences with classmates.

See the Writing lessons on page 53.

Invite children to read the **Take-Home Book** story to their family and friends.

► Self-Selected Reading

Objective Read Independently

Have children select books to read on their own. See the Online Bibliography for suggested titles.

Weekly Assessment

Have children complete the Weekly Assessment on **Assessment Book** pages 78–81.

Fluency Use the passage on **Assessment Book** pages 36–37.

Lesson 16

Grammar
Questions/
Exclamations

Writing
Shared Writing

Lesson 17

More Word Work
-s with Plural Nouns

Grammar
Questions/Exclamations

Writing
Interactive Writing

Lesson 18

Grammar
Mechanics

Writing
Trait: Voice

Independent Writing:
Focus and Plan,
Prewrite and Draft

Lesson 19

More Word Work
Word Sort

Writing
Independent Writing:
Revise and Edit

Lesson 20

Writing
Independent Writing:
Publish and Present

More Word Work

Materials

- large index cards with *click, flap, slam, slim* and **spelling words** *clap, clip, flag, flip, slip*
- pocket chart

► -s with Plural Nouns

Objective Understand -s with plural nouns

- Write these words on the board: *cat, cats*. Ask children to listen carefully as you say the words.
- Underline the /s/ in *cats*. Tell children that the letter -s at the end of *cats* means there is more than one cat. The word *cats* is called a *plural*.
- Write these words on the board: *pan, pans*. Ask children to listen carefully as you say the words. Sometimes -s can make the /z/ sound at the end of a word. Listen to the sounds: /paaannnzzz/, *pans*. Have children say the words chorally.
- Write the words *hat, hats* and *can, cans* on the board. Read the words and have children chorally repeat.

► Word Sort: /-Blends

Objective Sort /-blends

- Place the cards for *clap, flag, and slip* in three columns in the pocket chart. Point to the letters *cl, fl, and sl* as you say the sounds and read each word.
- Hold up the card for *clip*, pronouncing all four sounds in the word: /k/ /l/ /i/ /p/. Blend the first two sounds /kl/, then blend all the sounds and read the word. Have children repeat. Model placing the card for *clip* under *clap*.
- Repeat for other cards. Have children sort the cards and chorally read all of the words.

Grammar

► Questions and Exclamations

Objective Understand sentence punctuation

Questions

- Remind children that all sentences end with a punctuation mark.
- Write this sentence on the board: *Can I go?* Underline the question mark. A question is a sentence that asks something and ends with a question mark. Read the sentence and have children repeat.
- Write these sentences: *Will we go; We will go*. Read the sentences and have children repeat. Ask children which sentence is a question. Add the question mark to the sentence.

Exclamations

- Tell children that an exclamation mark is another kind of punctuation mark. It is used to show strong feelings.
- Write this sentence: *Cat, get down!* Read the sentence and have children repeat. An exclamation mark tells you to read the sentence with more feeling.
- Write these sentences: *That was fun! Did you have fun?* Read the sentences. Ask children to chorally read the sentence with an exclamation mark.

► Mechanics: Sentence Punctuation

- Remind children that a question always ends with a question mark and a sentence that shows a strong feeling ends with an exclamation mark.
- Write the following sentences: *That was fun! Can I go?* Read the sentences. Ask children to chorally read the question. Then have them read the exclamatory sentence.

- Write these sentences: *Can I help; Help me.* Read the sentences. Ask children to tell the kind of punctuation mark needed for each sentence. Read the sentences and have children repeat.

Writing Descriptive

Objective Compose descriptive sentences

► Shared Writing

- Discuss with children what Matt is doing in “Clip, Clip!” Tell children they will be writing sentences about their hair.
- Ask children to describe their hair. Record children’s responses on the board.
- Use children’s suggestions and write sample sentences: *My hair is soft and long. It is red.*
- Point out the words *soft, long, and red*. *These words describe the hair. When we describe things, our writing is more interesting.*

► Interactive Writing

- Ask children about how they feel about getting a haircut.
- Model descriptive sentences: *I was glad to get a haircut. My hair is too long and frizzy!*
- Have children use the class list to create descriptive sentences about getting a haircut.
- Once a sentence is generated, repeat it several times for children. Have children share the pen to help write words or to add a punctuation mark. Repeat with more sentences.
- Read aloud the sentences and have children chorally read the sentences.

► Writing Trait: Voice

- Point out to children that good writers use their own voice. *When you write the way you speak, it makes your ideas more interesting.* Tell children that writers also give descriptive details to make their sentences more interesting.
- Write the following sentences on the board: *I am sad. I want to cry!* Read the sentences and have children repeat.

- Point out that the sentence *I want to cry!* shows the writer’s voice. It is something that someone would say.

► Independent Writing

Focus and Plan

- Ask children to think about how they felt when they got their last haircut.

Prewrite and Draft

- Have children draw a picture of themselves getting a haircut. Ask them to draw details and facial expressions.
- Have children draft sentences about how they felt about their haircut.
- Remind children to use their own voice to describe the details and how they felt.

Revise and Edit

- Ask children to check the sentences they wrote about their haircuts. Have them decide if the details are interesting and if they use their own voice.
- Have children work with a partner and read each other’s sentences. *Do you think the sentences your partner wrote are interesting?*
- Have children check that the sentences all begin with a capital letter and end with a punctuation mark. Ask children to make sure the sentences tell a whole idea.

- ELL** Have children work in pairs to review each other’s drawings. Ask them to describe their drawings to one another. Guide them in writing words to describe the color and length of their hair.

Publish and Present

- Have partners take turns reading their sentences to the class.
- Create a class Haircut book.



Reading Triumphs

Materials

- Reading Triumphs pp. 62–63
- Practice Book p. 63
- Large Letter Cards: *b, c, d, f, h, l, n, p, s, t*
- Sound-Spelling WorkBoards
- Word Cards: *a, come, do, good, help, little, very, what*
- hand puppet
- markers or counters
- pocket chart

Working with Words

► Phonemic Awareness

Objective Blend phonemes

Read aloud the following rhyme. Then reread it and invite children to chime in with you:

Can you help me find my pig?
He's kind and pink and fat.
He isn't fast, but here's a hint—
He thinks he is a cat!

I Do Listen as the puppet says words from the rhyme sound by sound and then strings together these sounds: /p/ /i/ /n/ /k/, /piiinnnk/, *pink*; /th/ /i/ /n/ /k/, /thiiinnnk/, *think*.

We Do ■ Tell children that *pink* and *think* end with /nk/.
■ Say *pink* and *think* aloud. Let's blend these words: *pink*, /piiinnnk/; *think*, /thiiinnnk/. Listen for the /nk/ sounds at the end of each word. Repeat with *fast/last* and *hint/mint*.

You Do ■ Model how to place four markers in the sound boxes on the **Sound-Spelling WorkBoard** for each sound in the word *pink*.
■ Ask children to orally blend the phonemes as you point to each marker. Repeat with *fast, sand*, and *hint*.

See **Practice Book** page 63.

CORRECTIVE FEEDBACK

Model how to blend the word *pink* using onset and rime. Let's say the word *pink* together in this way: /p/ /ink/, *pink*. Now let's blend *pink*: /piiinnnk/, *pink*. Continue with *fast, think*, and *hint*.

Quick Check

Can children blend phonemes? If not, use the Additional Instruction on pp. 66–69.

► Phonics

Objective Blend words with /nd/nd/, /nk/nk/, /nt/nt/, /st/st/

Review Show these **Large Letter Cards** as children say the sounds: *b, d, h, n, p, s, t, cl, fl*. Mix and repeat.

I Do ■ Write *hint* on the board. Draw a line under *nt* in *hint*. The letters *n* and *t* blend together and stand for the sounds /nt/. These are the sounds at the end of *hint*. Listen to each of the sounds: /h/ /i/ /n/ /t/. Let's blend all the sounds: /hiiinnnt/, *hint*.
■ Repeat with the words *pink, band*, and *fast*.

We Do ■ Write *hint* on the board. Draw a line under the *nt* in *hint*. Have children chorally say /nt/.
■ Listen as I point to the letters and say the sounds in *hint*: /h/ /i/ /n/ /t/. Let's blend the sounds: /hiiinnnt/, *hint*. I hear the /nt/ blend at the end of *hint*.
■ Repeat with *pink, band*, and *fast*.

You Do Model blending these words, sound by sound. Repeat the two ending sounds that form a blend in each word. Then have children repeat.
sand sank mint last wink bank

CORRECTIVE FEEDBACK

Write the word *sink* on the board. Have children draw a line under the *nk* in *sink*. The letters *nk* make the /nk/ sounds at the end of *sink*: /s/ /i/ /n/ /k/, /ssiiinnnk/, *sink*. Let's blend *sink* together: /ssiiinnnk/, *sink*. Repeat with *land, fast*, and *mint*.

Quick Check

Can children blend words with /nd/nd/, /nk/nk/, /nt/nt/, and /st/st/? If not, use Additional Instruction on pp. 66–69.

Words to Know

► Review High-Frequency Words

Objective Read and use previously introduced high-frequency words

- Review high-frequency words introduced in Unit 1, Week 4. *Let's review words we learned before.*
- Hold up **Word Cards** *a, good, do, and come* one at a time. Have children read each word.
- Have children use each word in a sentence.

► High-Frequency Words: *little, what, help, very*

Objective Read new high-frequency words

- Display **Word Cards** *little, what, help, and very* in the pocket chart.
- Have children **read, spell, and write** *little*. Point to and say the word *little*. *This is the word little. It is spelled l-i-t-t-l-e. A mouse is very little.*
- Repeat to introduce *what, help, and very*.
- Have children make up sentences using the words. Provide sentence starters such as: *Can you help me _____?* or *What can I _____?* Write the completed sentences on the board.

CORRECTIVE FEEDBACK

Point to, say, and spell *what*. *This word is what. Point to the word and say it with me: what. It is spelled w-h-a-t. Spell it with me. What word did you spell? The last sound in what is /t/. The last letter is t.*

Quick Check

Can children read *little, what, help, and very*? If not, use the Additional Instruction on pp. 66–69.

► Oral Vocabulary: Size Words

Objective Develop oral vocabulary

- **Define** Talk about the words *big* and *little* as words that describe different sizes. Introduce another word that tells about size, such as *huge*.
- **Example** Use each word in a sentence. *I ride a big bus to school.*
- **Ask** Talk about things that are huge, such as mountains. Ask children to name things that can be described as big, little, and huge.

► Build Fluency: Word Automaticity

Objective Improve word accuracy

Display **Reading Triumphs** page 62. Read each word in “Working with Words,” blending the sounds or saying the words as you read. Have children blend or say each word after you.

Time to Read

► Read “Little Hank”

Objective Read words in connected text

- Have children read aloud “Words to Know.”
- **Choral Reading** Read the story together.
- **Independent Reading** Have children whisper-read the story independently. Listen while children read, offering guidance as necessary.
- **Partner Reading** Ask children to partner-read “Little Hank.”

► Write

Objective Write letters, words, and a sentence

- Use the **Sound-Spelling WorkBoards**. Say the sounds: /nk/, /ks/, /i/, /a/, /h/, /f/, /s/. Have children write each letter or pair of letters. Say each word: *Hank, fix, sink*. Have children write each word.
- Have children write what Hank can do. Provide the sentence starter *Hank can _____*.

ELL Model completing the sentence starter, naming each letter you write and the sound that it stands for. Blend and read the word that you wrote. For more support, see pages T6–T7.

See the Grammar and Writing lessons on pages 64–65.



Reading Triumphs

Materials

- Reading Triumphs pp. 62; 64–69
- Practice Book p. 64
- Sound-Spelling WorkBoards
- Large Letter Cards: *a, b, c, d, f, i, k, l, m, n, s, t* (2)
- Letter Tiles
- Word Cards: *help, little, very, what*

- hand puppet
- markers or counters

Online Resources

- **IWB** **Interactive White Board** Comprehension Lessons
- Graphic Organizer: Author's Purpose Chart

Working with Words

► Phonemic Awareness

Objective Identify phonemes in isolation

Read aloud the following rhyme. Then reread it and invite children to chime in with you:

Can you help me find my pig?
He's kind and pink and fat.
He isn't fast, but here's a hint—
He thinks he is a cat!

I Do Listen as the puppet strings together the sounds in each word, says the word, and repeats the sounds at the end of that word: /piiinnnk/, *pink*, /nk/; /hiiinnnt/, *hint*, /nt/.

We Do ■ Ask children to say each word after you, stretching the sounds and then saying the ending sounds: /piiinnnk/, *pink*, /nk/; /hiiinnnt/, *hint*, /nt/; /fffaassst/, *fast*, /st/; /lllaannnd/, *land*.
■ Let's say each word and its ending sounds: *pink*, /nk/; *hint* /nt/; *fast*, /st/; *land*, /nd/.

You Do ■ Tell children that you will say three words. Ask them to repeat each word and then say the sounds at the end of each word: *sink*, *rink*, *wink*. Which sounds do you hear at the end of each word? (/nk/) ■ Repeat with *past*, *fast*, *last*; and *hand*, *land*, *sand*.

CORRECTIVE FEEDBACK

Using the sound boxes on the **Sound-Spelling WorkBoards**, segment *pink*. Stretch the sounds as you drag one marker onto each box. Have children repeat. Repeat with *sink*, *hint*, *fast*, *list*, and *band*.

Quick Check

Can children blend phonemes? If not, use the Additional Instruction on pp. 66–69.

► Phonics

Objective Blend words with /nd/nd/, /nk/nk/, /nt/nt/, /st/st/

Review Show these **Large Letter Card** pairs as children say the sounds: *fl*, *cl*, *sl*. Mix cards; repeat.

I Do ■ Use **Letter Cards** or **Letter Tiles** *s, a, n, d*.
■ Model blending. The *s* stands for the sound /s/. The *a* stands for the sound /a/. The *n* stands for /n/. The *d* stands for /d/. When I blend the sounds /n/ and /d/ together, I get the sounds /nd/. Now listen as I blend all the sounds: /ssaaannnd/, *sand*.
■ Repeat with *last*, *tint*, and *bank*.

We Do ■ Build *sand* again. Point to the *nd* in *sand*. Have children chorally say /nd/.
■ Let's blend *sand*: /ssaaannnd/, *sand*. What sounds do you hear at the end of the word?
■ Now let's change the *s* in *sand* to *l*. What word did we make? Let's blend the sounds. What sounds do you hear at the end of the word?
■ Repeat with *list*, *mist* and then *bank*, *tank*.

You Do ■ Guide children to change the *t* in *tank* to *s*. What word did you make? What sounds do you hear at the end of the word?
■ Continue to have children build and blend words. Change letters to make these words:
sand sink link list last fast mast mint

See **Practice Book** page 64.

ELL Make final blend sounds and model correct mouth position. Have children repeat. Review the meaning of words in the lesson that can be demonstrated in a concrete way. For example, display a picture of sand. Provide sentence starters such as *I like to play in the _____*. For more support, see pages T6–T7.

See the More Word Work lessons on page 64.

Words to Know

► High-Frequency Words: *little, what, help, very*

Objective Read high-frequency words

- Hold up the **Word Cards** one at a time: *little, what, help, and very*. Have children **read, spell, and write** each word.
- Then ask children to call out the words as you point to the card. Repeat in random order at varying speeds.

CORRECTIVE FEEDBACK

Point to, say, and spell *help*. *This word is help. Point to the word and say it with me: help. It is spelled h-e-l-p. Spell it with me. What word did you spell? The first sound in help is /h/. The first letter is h.*

Quick Check

Can children read *little, what, help, and very*? If not, use the Additional Instruction on pp. 66–69.

► Oral Vocabulary: Size Words

Objective Develop oral vocabulary

- Ask children to name something *big* and something *little*. *What can we call something that is even larger than a big thing? We can say it is huge.*
- **Define** Tell children that something *huge* is very, very big.
- **Example** Use *huge* in a sentence: *A two-hundred-pound pumpkin is a huge pumpkin.*
- **Ask** *What have you seen that is huge?*

► Build Fluency: Word Automaticity

Objective Improve word accuracy

Display **Reading Triumphs** page 62. Read each word in “Working with Words,” blending the sounds or saying the words as you read. Have children blend or say each word after you. Then say the words in random order. Have children point to the word you say.

Time to Read

► Read “Big Cats”

Objective Story structure: Author’s purpose

Before Reading Preview the selection by reading aloud the title. *What might this selection be about?*

- Help children set a purpose for reading: *What might you learn about big cats? Let’s find out.*
- Have children read aloud “Words to Know.”

During Reading Read the selection together. Use an Author’s Purpose Chart to record details and clues about the author’s intent. Guide children in a choral reading, having them read one spread at a time with you. Pause to check comprehension. After page 65, ask: *What can run fast?* After page 67: *What can sip and lick?* After page 68: *What did you learn about?*

After Reading Explain that in selections such as “Big Cats,” the author has a purpose for writing. In “Big Cats,” the author is giving information about cats. Readers can figure out the author’s purpose, or why the author wrote the piece, as they read the text. Recognizing the author’s purpose helps readers to better understand a selection.

IWB **Online Comprehension Lessons:** Author’s Purpose

► Comprehension Check: **Text Evidence**

Display page 69 of **Reading Triumphs**. Have children retell the selection. Guide them to use the text and photographs to answer the **Think About It** questions.

► Write

Objective Write letters, words, and a sentence

- Use the **Sound-Spelling WorkBoards**. Say the each sound: /st/, /p/, /l/, /i/, /t/, /a/, /f/, /k/, /s/, /n/. Have children write each letter or letter pair and each word: *lick, sip, sit, nap, tap, fast*.
- Have children each write a sentence about big cats. *Big cats can _____.*

See Grammar and Writing lessons on pages 64–65.



Reading Triumphs

Materials

- Reading Triumphs pp. 62; 70–75
- Practice Book pp. 65–66
- Sound-Spelling WorkBoards
- Large Letter Cards: *a, c, d, f, i, k, l, n, s, t, w*
- Word Cards: *help, little, very, what*
- Photo Cards: *ant, hand, ink*
- Comprehension Cards
- hand puppet

- markers or counters
- pocket chart

Online Resources

- **IWB** Interactive White Board Comprehension Lessons
- Graphic Organizer: Author's Purpose Chart

Working with Words

► Phonemic Awareness

Objective Segment phonemes

Read aloud the following rhyme. Then read it again and invite children to chime in with you:

I see an ant in the sink.
I see an ant in the sand.
The first ant is a fast ant.
The last ant is under my hand.

- I Do**
- Listen as the puppet says each sound in a word: *sand*, /s/ /a/ /n/ /d/; *ant*, /a/ /n/ /t/.
 - Point out the final blend sounds in each word.

- We Do**
- Place markers in the sound boxes on the **Sound-Spelling WorkBoards** for *sand*.
 - Let's say the word *sand* together. There are four markers to stand for four sounds: /s/ /a/ /n/ /d/. Listen as I say each sound in *sand*: /sss/ /aaa/ /nnn/ /d/. Let's say the four sounds in *sand* again.
 - What sounds do you hear at the end of *sand*?
 - Repeat with *last*, *sink*, *bank*, *mint*, *land*.

- You Do**
- Have children place markers in the sound boxes for each sound in the words: *hand*, *ant*, *fast*, *ink*.
 - Ask children to name the sounds they hear at the end of each word.
 - Repeat with *pant*, *fist*, *land*, *sink*.

CORRECTIVE FEEDBACK

Let's say *fast* and *last* together. Listen to each sound: /f/ /a/ /s/ /t/, /l/ /a/ /s/ /t/. Repeat with *ink* and *wink*.

Quick Check

Can children segment phonemes? If not, use Additional Instruction on pp. 66–69.

► Phonics

Objective Blend words with /nd/nd/, /nk/nk/, /nt/nt/, /st/st/

Review Show each of the following **Large Letter Cards** as children say the sounds: *a, c, f, i, w*. Mix and repeat.

- I Do**
- Display **Letter Cards** *l, a, s, t*.
 - When we put the letters *s* and *t* together, they form the blend /st/. These are the sounds at the end of *last*. Let's blend this word: /lllaaassst/, *last*.
 - Point to *st* as you say the sounds /st/. What is the final blend?
 - Repeat, adding **Letter Cards** *d, i, k, n* to form the words *land*, *sink*, and *lint*. Point to *nd*, *nk*, and *nt*.

- We Do**
- Display **Photo Cards** *ant*, *hand*, and *ink*.
 - Let's name each picture: *ant*, *hand*, *ink*. Which picture name ends with the /nt/ blend?
 - Write the word *ant* on the board. Let's blend the word *ant*: /aaannnt/. Where is the /nt/ blend?
 - Repeat with *hand* and *ink*.

- You Do**
- Have children write *st* on their **Sound-Spelling WorkBoards** when you say a word that ends with /st/. Say these words: *fast*, *land*, *fist*, *ant*, *past*, *pink*.
 - Repeat for *nd* with the words *lip*, *land*, *fist*, *sand*; and for *nk* with the words *blink*, *pant*, *slick*, *mink*.

CORRECTIVE FEEDBACK

Model blending *hand*. Write *h*. Have children say /h/. Write *a*. Have children say /a/, then blend /haaa/. Write *n* and *d*. Have children say /n/, /d/, /nd/, then blend /haaannnd/. Repeat with *ink*, *last*, and *ant*.

Quick Check

Can children blend words with final blends /nd/nd/, /nk/nk/, /nt/nt/, /st/st/? If not, use Additional Instruction on pp. 66–69.

Words to Know

► High-Frequency Words: *little, what, help, very*

Objective Read high-frequency words

- Display the **Word Cards** *little, what, help, and very* in the pocket chart.
- Say the word *very*. Have children find and spell the word aloud.
- Follow the same steps to review *what, little, and help*.

See **Practice Book** page 65.

► Oral Vocabulary: Size Words

Objective Develop oral vocabulary

- **Discuss** Remind children that *little, big, and huge* are words that describe size. *I saw a huge cat.*
- **Connect** Ask children to name two things: one that is little and one that is huge.

► Build Fluency: Word Automaticity

Objective Improve word accuracy

Display page 62 of **Reading Triumphs**. Read each word in “Working with Words,” blending the sounds or saying the words as you read. Have children blend or say each word after you.

Reread Have children **reread** the previous story from **Reading Triumphs**. Circulate and listen in.

Time to Read

► Read “Ants, Ants, Ants!”

Objective Identify story structure: Author’s purpose

Before Reading Preview the selection by reading aloud the title. *What do you think this selection is about?*

- Help children set a purpose for reading: *What do you think we will learn about ants? Let’s find out.*

During Reading Read the selection together. Use an Author’s Purpose Chart to help children record details and understand why the author wrote the piece. After page 71, ask: *What was in the hill?* After page 72: *What can ants do?* After page 74: *What does the author want you to know about ants?*

- **Independent Reading** Then have children whisper-read the story.

See **Practice Book** page 66.

After Reading Tell children that as they read they can think about what the author is saying and what information he or she is sharing. Display pages 70 to 74. In “Ants, Ants, Ants!” the author’s purpose is to tell the reader about ants. She includes words and photographs to show what ants can do. The author’s purpose is to give information about ants.

IWB **Online Comprehension Lessons:** Author’s Purpose

► Comprehension Check: Text Evidence

Display page 75 of **Reading Triumphs**. Have children retell the selection and use the text and photographs to answer the **Think About It** questions.

ELL Provide sentence starters to help children retell the selections. For more support, see pages T6–T7.

CORRECTIVE FEEDBACK

If children cannot identify the author’s purpose, use the **Comprehension Cards: Author’s Purpose**.

Quick Check

Can children identify the author’s purpose? If not, use the Additional Instruction on pp. 66–69.

► Write

Objective Write letters, words, and labels

- Use the **Sound-Spelling WorkBoards**. Say each sound: /n/, /d/, /a/, /i/, /f/, /g/, /l/, /t/. Have children write each letter and each word: *ant, lift, dig, fig, lit*.
- Invite children to draw and label pictures that show what ants can do.

See the Grammar and Writing lessons on pages 64–65.



Reading Triumphs

Materials

- Reading Triumphs pp. 62; 64–68; 70–74
- Large Letter Cards: *a, b, c, d, f, g, h, i, k, l, n, p, r, s, t*
- Letter Tiles
- Word Cards: *help, little, very, what*
- Sound-Spelling WorkBoards

- hand puppet

Online Resources

- Graphic Organizer: Author's Purpose Chart

Working with Words

Phonemic Awareness

Objective Identify phonemes in isolation

Read aloud the following rhyme. Then reread it and invite children to chime in with you:

I see an ant in the sink.
I see an ant in the sand.
The first ant is a fast ant.
The last ant is under my hand.

- I Do**
- Use the puppet to model how to isolate sounds.
 - Listen as the puppet slowly says *hand, fast, sink, and mint*. Listen to the final blends in each word: *hand, /nd/; fast, /st/; sink, /nk/; mint, /nt/*.

- We Do**
- Ask children to say each word slowly after you: *blank, sink, sank*.
 - What sounds do you hear at the end of each word?
 - Repeat with *blink, band, fast, list, hint, plant*.

- You Do**
- Tell children that you will say words. Have them identify the sounds at the end of each word. Say these words: *sand, band, hand*.
 - What sounds are at the end of each word?
 - Repeat with *link, sank, pink, and mint, ant, lint*.

- ELL** Make the individual sounds /s/ and /t/ and point out the correct mouth position. Then make the blend sounds /st/ and guide children to repeat. Do the same for /n/ /d/ and /nd/; /n/ /k/ and /nk/; and /n/ /t/ and /nt/. For more support, see pages T6 and T7.

Phonics

Objective Blend words with /nd/nd/, /nk/nk/, /nt/nt/, /st/st/

Review Show each of the following **Large Letter Cards** and pairs of cards as children say the sounds: *b, d, h, n, p, s, t, cl, fl, pl, gl, sl*. Mix and repeat.

- I Do**
- Use **Letter Cards** or **Letter Tiles** *h, a, n, d*.
 - The letter *h* stands for /h/. The letter *a* stands for /a/. The letter *n* stands for /n/. The letter *d* stands for /d/. Together, *n* and *d* stand for the sounds /nd/. Listen as I blend these sounds together: /haannnd/, *hand*. Say it with me: *hand*.
 - Repeat with *ink, list, and ant*.

- We Do**
- Let's change the *h* in *hand* to *s*. What word did we make? Let's blend the sounds: /ssaaannnd/, *sand*.
 - Now let's change the *s* in *sand* to *l*. What word did we make? Blend the sounds: /llaaannnd/, *land*.

- You Do**
- Guide children to change the *l* in *land* to *b* to make the word *band*.
 - Change the *d* in *band* to *k*. What word did you make? Blend the sounds in this word.
 - Change the *b* in *bank* to *s*. Have children continue to change letters to make *sink, blink*; and *last, past, blast*.

See the More Word Work lessons on page 64.

CORRECTIVE FEEDBACK

Give three children **Letter Cards** *a, n, t*. Model blending *ant*. Have the child with **Letter Card** *a* say /a/ and write *a*. Have other children say /a/. Repeat for *n* and *t*, blending /nnnt/ and then /aaannnt/. Continue the procedure with *ink, past, and hand*.

Quick Check

Can children blend words with final blends /nd/nd/, /nk/nk/, /nt/nt/, /st/st/? If not, use Additional Instruction on pp. 66–69.

Words to Know

► High-Frequency Words: *little, what, help, very*

Objective Read high-frequency words

- Place **Word Cards** *little, what, help, and very* facedown.
- Tell children that you will turn over the **Word Cards** one at a time for them to read.
- Turn over the cards one at a time. Ask children to chorally call out each word.
- Mix and repeat.

CORRECTIVE FEEDBACK

Point to, say, and spell *little*. *This word is little. Point to the word and say it with me: little. It is spelled l-i-t-t-l-e. Spell it with me. What word did you spell? Let's use it in a sentence to tell about something you do at school.*

Quick Check

Can children read *little, what, help, and very*? If not, use the Additional Instruction on pp. 66–69.

► Oral Vocabulary: Size Words

Objective Develop oral vocabulary

- **Confirm** Remind children that *little, big, and huge* are words that we can use to describe size.
- **Discuss** Talk about other words that mean little or big, such as *giant, miniature, and tiny*.
- **Connect** Invite children to look around the classroom for objects that can be described using these words.

For Additional Instruction, see pages 66–69.

► Build Fluency: Word Automaticity

Objective Improve word accuracy

Display page 62 of **Reading Triumphs**. Read each word in “Working with Words,” blending the sounds or saying the words as you read. Have children blend or say each word after you.

Reread Have children **reread** the previous story from **Reading Triumphs**. Circulate and listen in.

Time to Read

► Read “Big Cats” and “Ants, Ants, Ants!”

Objective Identify story structure: Author’s purpose

Before Reading Tell children that as they read “Big Cats” and “Ants, Ants, Ants!” again, they should remember to think about the text structure and the author’s purpose for each selection. *The author’s purpose is the reason the author wrote the selection.*

During Reading Read “Big Cats” together. Pause after each spread and point out the information that the author has included. Explain that the author’s purpose in writing the selection was to share information about big cats.

- Read “Ants, Ants, Ants!” together. Pause after each spread and have children describe the information that the author included. Guide children to explain the author’s purpose in writing the selection.
- **Partner Reading** Have partners read one of the selections together. Guide them to describe the author’s purpose.

After Reading Ask the following questions: *What did you learn about in “Big Cats”? What did you learn about in “Ants, Ants, Ants!”? Why did the authors write these selections?*

► Build Fluency: Connected Text

Objective Model fluency

Echo-Read Read each selection one page at a time and ask children to read each page after you. Have them practice reading the questions with the same tone that you use.

► Write

Objective Write letters, words, and a sentence

- Use the **Sound-Spelling WorkBoards**. Say the sound or sounds: /a/, /n/, /d/, /st/, /nk/, /i/, /nd/, /nt/, /m/, /b/, /h/, /p/, /s/, /t/. Have children write the letter or letters. Say each word and have children write: *ban, bank; had, hand; pat, pant; miss, mist*.
- Ask children to write a sentence about big cats and ants.

See the Writing Lessons on page 65.



Reading Triumphs

Materials

- Reading Triumphs pp. 64–68; 70–74
- Take-Home Book; Practice Book pp. 67–68
- Listening Library
- Assessment Book
- Photo Cards: *ant, hand, ink*
- Large Letter Cards: *a, b, d, h, i, k, l, n, p, s, t*
- Letter Tiles
- Word Cards: *help, little, very, what*
- Comprehension Cards

Online Resources

- Bibliography

Working with Words

► Phonemic Awareness

Objective Review blending phonemes

- I Do**
- Listen as I say a word in parts: /w/ /i/ /n/ /k/. I can blend these sounds: /wwwiinnnk/. Say it with me: *wink*.
 - The sounds at the end of *wink* are /nk/.
 - Repeat this procedure with *hand, ant*, and *list*.

- We Do**
- Invite children to sit in a circle.
 - Hold up **Photo Card** *ink*. Have children segment and blend the word *ink* with you: /i/ /n/ /k/, /iiinnnk/, *ink*. Point out the ending sounds /nk/.
 - Give a child **Photo Card** *ant*. Ask that child to say *ant*.
 - Ask children to segment and blend the word with you: /a/ /n/ /t/, /aaannt/, *ant*.
 - Give another child **Photo Card** *ant*. Ask that child to name another word that ends with the sounds /nt/. Segment and blend that word together.

- You Do**
- Give a child **Photo Card** *hand*. Ask the child to name the picture.
 - Ask children to chorally segment and blend the word *hand*. Offer children guidance as needed.
 - Give another child **Photo Card** *hand*. Ask that child to name another word that ends with the sounds /nd/. Have children segment and blend that word.
 - Continue the activity until each child in the circle has had a turn to hold **Photo Card** *ink, hand*, or *ant* and offer a word with the same ending sounds.

► Phonics

Objective Review blending words with /nd/nd, /nk/nk, /nt/nt, /st/st

- I Do**
- Use **Large Letter Cards** or **Letter Tiles** *i, n, k*.
 - Listen as I blend these letters: /iiinnnk/, *ink*.
 - The letters *n* and *k* at the end of *ink* stand for the sounds /nk/.
 - Build and blend the words *pink, sink*, and *blank*.

- We Do**
- Tell children that you want to build a new word.
 - I can take away the *i* in *blank*. What word did we make? Let's blend the sounds together: /baannnk/, *bank*.
 - Build and blend *band, hint*, and *last*.

- You Do**
- Show **Photo Cards** *ink* and *hand*. Give each child **Letter Cards** or **Letter Tiles** for *a, d, h, i, k*, and *n*.
 - Challenge each child to use the letter cards to make the words *ink* and *hand*.
 - Help children to blend the words and identify the final blends.

Words to Know

► High-Frequency Words: *little, what, help, very*

Objective Review high-frequency words

- Display **Word Cards** *little, what, help, and very* one at a time. Have children call out each word and spell it aloud.
- Have partners take turns saying and spelling each high-frequency word.
- Have children create sentences using the words. Write the completed sentences on the board.

ELL Model using each word in a sentence. For more support, see pages T6–T7.

Time to Read

► Read Take-Home Book

Objective Review story structure: Author's purpose

- Reread and review "Big Cats" and "Ants, Ants, Ants!" using the **Listening Library** audio selection. Then read the **Take-Home Book** story together with children.
- Have children whisper-read the **Take-Home Book** story independently. Listen while children read, offering guidance as necessary.
- Guide children to ask themselves why the authors wrote the books.

See **Practice Book** pages 67–68.

► After Reading

Invite children to respond to "Big Cats," "Ants, Ants, Ants!" and the **Take-Home Book** story. Have children refer to the books. *What can cats do? What can ants do? Why do you think the authors wrote these books?*

CORRECTIVE FEEDBACK

If children cannot identify the author's purpose, use **Comprehension Cards: Author's Purpose**.

Quick Check

Can children identify the author's purpose? If not, use the Additional Instruction on pp. 66–69.

► Build Fluency: Connected Text

Objective Increase reading speed

- Have pairs of children review the **Take-Home Book** story and talk about the punctuation marks in it.
- Guide children to read aloud the story with the appropriate expression, pausing and stopping where the punctuation marks dictate.

► Writing

Objective Write and share simple sentences

- Ask children to choose an animal from one of the books, and write a question about it using the high-frequency word *what*. Have children use the words *little, very, and help* in their questions, if possible.
- Encourage children to write words that end with the blends /nd/, /nk/, /nt/, and /st/, such as *ant, fast, band, and wink*.
- Have children draw a picture to answer their question.

See the Writing lessons on page 65.

Invite children to read the **Take-Home Book** story to their family and friends.

► Self-Selected Reading

Objective Read Independently

Have children select books to read on their own. See the Online Bibliography for suggested titles.

Weekly Assessment

Have children complete the End-of-Unit Assessment on **Assessment Book** pages 82–87.

Fluency Use the passage on **Assessment Book** pages 36–37.

Lesson 21

Grammar
Sentences

Writing
Shared Writing

Lesson 22

More Word Work
Word Families

Grammar
Sentences

Writing
Interactive Writing

Lesson 23

Grammar
Mechanics

Writing
Trait: Voice
Independent Writing:
Focus and Plan,
Prewrite and Draft

Lesson 24

More Word Work
Word Sort

Writing
Independent Writing:
Revise and Edit

Lesson 25

Writing
Independent Writing:
Publish and Present

More Word Work

Materials

- large index cards with *ant*, *band*, *bank*, *last*, *mint*, *pant*, *pink* and **spelling words** *fast*, *land*, *list*, *sand*, *sink*
- pocket chart

► Word Families: -nd, -nk, -nt, -st

Objective Blend words in word families

- Write these words in a column on the board: *last*, *list*, *fast*. Point to the letters as you say the sounds and read the words: /llaaassst/, *last*; /lliiissst/, *list*; /fffaaassst/, *fast*. Have children repeat.
- I notice that each word has an -st at the end. Listen to the ending sounds: /ssst/.
- Write these words in a second column on the board: *ant*, *mint*, *pant*. Point to the letters as you say the sounds and read the words. Have children repeat.
- What do you notice about these words? Yes, they have an -nt at the end. Listen to the ending sounds: /nnnt/.
- Repeat for ending sounds /nd/ with *band*/*hand*/*sand* and for /nk/ with *pink*/*wink*/*sank*. Then have children chorally read the words in each column.

► Word Sort: -nd, -nk, -nt, -st

Objective Sort words in word families

- Place the cards for *land*, *sink*, *ant*, and *list* in four columns in the pocket chart. Point to the letters as you say the sounds and read each word.
- Hold up the card for *sand*. Say the sounds and read the word. Model placing the card for *sand* under *land*.
- Repeat for other cards, having children sort them. Then have them chorally read all of the words.

Grammar

► Sentences

Objective Understand sentence structure

- Remind children that a sentence is a group of words that tells a whole idea.
- Point out that they have learned about three different kinds of sentences. A **statement sentence** tells about something. A **question** asks about something. An **exclamation sentence** tells about something using strong feelings.
- Write these sentences on the board: *I had a fun day. Did you have fun? Great, we all had fun!* Read each sentence and have children chorally repeat.
- Ask children to read aloud the exclamation sentence. Underline the exclamation mark. Repeat with the statement and question.
- Ask children to look around the classroom for an object. Have them ask the question: *Where is the _____?* Ask children to answer the question in a statement. *It is in the _____.* Then have children say: *We found it!*

► Mechanics: Sentence Punctuation

- Tell children that all sentences must end with a punctuation mark. The **punctuation mark at the end of a statement is a period**. At the end of a question is a question mark. At the end of an exclamation is an exclamation mark. Write the punctuation marks on the board.
- Write the following sentences without their punctuation marks: *Where did the ball go; The ball went down the hill; I got it.* Read each sentence and have children chorally repeat.
- Ask children to tell what kind of punctuation mark is needed for each sentence.

Writing

Descriptive

Objective Composing descriptive sentences

► Shared Writing

- Discuss with children what the cats can do in “Big Cats.” Tell children they will be writing sentences about their favorite animal.
- Ask children to describe their favorite animal. Have them give details, such as size, color, and so on. Record children’s responses on the board in a two-column chart with the headings “My Favorite Animal” and “What It Looks Like.”
- Use children’s suggestions to write sample sentences for each animal: *My favorite animal is the panda. It is black and white and very big.*
- Point out that the words *black*, *white*, and *very big* tell us what the panda looks like.

► Interactive Writing

- Ask children to tell why a particular animal is their favorite animal. Brainstorm examples of different reasons, such as the way it looks, the way it moves, or the sounds it makes.
- Model a descriptive sentence by writing one of the suggestions: *My favorite animal is the robin. It has red feathers and makes a cute sound.*
- Have children use the class list to create descriptive sentences about other animals.
- Once a sentence is generated, repeat it several times for children. Have children share the pen to help write words or to add a punctuation mark. Repeat with more sentences.
- Read aloud the sentences and have children chorally read the sentences.

► Writing Trait: Voice

- Point out to children that good writers use their own voice. *When you write the way you speak, it makes your ideas more interesting.* Tell children that writers also give descriptive details to make their sentences more interesting.

- Write the following sentences on the board: *My dog is good. My dog is so much fun!* Read the sentences and have children repeat.
- Point out that the sentence, *My dog is so much fun!*, shows the writer’s voice. It makes you want to read more to find out why the dog is so much fun.

► Independent Writing

Focus and Plan

- Ask children to think about their favorite animal.

Prewrite and Draft

- Have children draw a picture of their animal. Encourage children to draw details about the animal, such as color, patterns, special features, and so on.
- Have children draft descriptive sentences for their drawings.
- Remind children to use their own voice to describe the details.

Revise and Edit

- Ask children to check the sentences they wrote about their animal. Have them decide if the details are interesting and if they use their own voice.
- Have children work with a partner and read each other’s sentences. *Do you think the sentences your partner wrote describe the animal?*
- Have children check that the sentences all begin with a capital letter and end with a punctuation mark. Ask children to make sure the sentences tell a whole idea.

ELL Have children work in pairs to review each other’s drawings. Ask them to point to the details in their drawings that show the details, and say the words that describe the animal. Help children write the words.

Publish and Present

- Have partners take turns reading their sentences to the class.
- Create a class My Favorite Animal book.



Assessment Book

Choose from the Additional Instruction for children who need more support. Use End-of-Unit Assessment to check children's progress.

Working with Words

Materials

- Reading Triumphs pp. 34; 48; 62
- Sound-Spelling Cards: *Insect*
- Sound-Spelling WorkBoards
- Letter Tiles
- Large Letter Cards: *a–z*
- markers or counters
- hand puppet

Online Resources

- **IWB** Interactive White Board
Phonics Lesson

► Phonemic Awareness

Objective Isolate and blend phonemes

Review Phonemes Display the *Insect Sound-Spelling Card*. Listen to the sound at the beginning of the word *insect*. Say the sound with me: /i/. This is the short *i* sound. Review /i/ in the medial position. The short *i* sound is also in the middle of *dig*. Say the sound with me: /i/. Say the word with me: /diiig/, *dig*.

- For lessons 16–20, tell children that the word *flag* starts with the sounds /fl/. Listen as I say the sounds in this word: /fflllaaag/, *flag*. What sounds do you hear at the beginning of this word? Let's say the sounds: /fl/. This is an *l*-blend. Repeat using *clam*, *slip*, *glad*, *plan*, *black*.
- For lessons 21–25, tell children that the word *fast* ends with the sounds /st/. Listen as I say the sounds in this word: /fffaaassst/, *fast*. What sounds do you hear at the end of this word? Let's say the sounds: /st/. Repeat using *pink*, *mint*, *land*.

Blend Phonemes Tell children to listen as you string sounds together to form a word: /s/ /i/ /t/,

/sssiit/, *sit*. Have children repeat: /s/ /i/ /t/, /sssiit/, *sit*. Point out that *sit* has the /i/ sound in the middle.

- Tell children to listen as you string more sounds together to form another word: /h/ /i/ /d/, /hiid/, *hid*. Have children repeat: /h/ /i/ /d/, /hiid/, *hid*. Point out that *hid* has /i/ in the middle.
- Let's say some more words. Listen for /i/ in the middle: /p/ /i/ /g/, /piig/, *pig*; /p/ /i/ /k/, /piik/, *pick*.
- Model placing markers in the sound boxes on the **Sound-Spelling WorkBoard**. I will place one marker in a box for each sound I make: /l/ /i/ /p/. Now I will point to a marker as I say each sound and string the sounds together: /llliip/, *lip*. Have children take turns placing markers in the sound boxes as they blend words: *tin*, *big*, *did*, *rip*, *quick*.
- For lessons 16–20, repeat the above routine for *l*-blends using the words *click*, *slid*, *plan*, *glass*, *flip*.
- For lessons 21–25, repeat the above routine for final blends using the words *last*, *hand*, *lint*, *sink*.

Segment Phonemes Tell children to listen as the puppet says each sound in these words: *mitt*, /m/ /i/ /t/; *win*, /w/ /i/ /n/; *fig*, /f/ /i/ /g/. Point out the middle /i/ sound in each word.

- Place three markers in the sound boxes on the **Sound-Spelling WorkBoard**. Listen to this word: *jig*. Let's say *jig* together. The word has three sounds. Each marker stands for one sound. What sound do you hear in the middle of the word *jig*? (/i/) Which marker stands for the /i/ sound? Yes, the middle marker stands for /i/. What sound do you hear at the end of the word *jig*? (/g/)
- Place three markers in the sound boxes. Listen to this word: *fill*. Let's say *fill* together. What sound do you hear in the middle of the word *fill*? (/i/) Which marker stands for the /i/ sound? (the middle marker) How many sounds are in the word *fill*? (three) Repeat with *zip*, *hid*, *kick*.
- Have children take turns placing markers in the sound boxes and pointing to the marker that stands for /i/ in the words *bit*, *did*, *fin*, *hill*, *quit*.
- For lessons 16–20, repeat the above routine for *l*-blends using the words *black*, *slip*, *flat*, *clap*, *plan*.
- For lessons 21–25, repeat the above routine for final blends using the words *sank*, *list*, *ant*, *band*.

► Phonics

Objective Decode words with /i/i; /-blends; and final blends

Review Letter/Sound Correspondence Display the *Insect Sound-Spelling Card*. The letter *i* can stand for the short *i* sound /i/, as in the beginning of *insect*. This is also the sound in the middle of *him*: /hiimm/, *him*. Write the word *him*. Draw a line under the letter *i* as you say the sound /i/.

- For lessons 16–20, display **Large Letter Cards** *g* and *l*. The name of this letter is *g*. The name of this letter is *l*. The letters *g* and *l* can be blended together to make the sounds /gl/. These are the sounds at the beginning of *glad*. Listen: /gl/ /a/ /d/, *glad*. Repeat with *clam*, *flip*, *plan*, *slit*.
- For lessons 21–25, repeat the above routine for final blends using the words *mint*, *land*, *sink*, *fast*.

Blend Words Use the **Letter Tiles** to model blending words. Place **Letter Tiles** *f*, *i*, *t* in the sound boxes on the **Sound-Spelling WorkBoard**.

- The letter *f* stands for the sound /f/. The letter *i* stands for the sound /i/. The letter *t* stands for the sound /t/. Listen as I blend all three sounds together: /fffiit/, *fit*.
- Place **Letter Tiles** *k*, *i*, *t* in the sound boxes on the **Sound-Spelling WorkBoard**. What sound does the letter *k* stand for? Yes, it stands for /k/. What sound does the letter *i* stand for? Yes, it stands for /i/. What sound does the letter *t* stand for? Yes, it stands for /t/. Let's blend all three sounds together: /kiiit/, *kit*. Repeat using the words *tip*, *fix*, *will*, *lid*, *sick*.
- Have children take turns placing **Letter Tiles** in the sound boxes and blending sounds to form words.
- For lessons 16–20, repeat the above routine for /-blends using the words *flag*, *slim*, *clip*, *plan*, *glass*.
- For lessons 21–25, repeat the above routine for final blends using the words *past*, *pink*, *hand*, *pant*.

Build Words Use the **Letter Tiles** to model building words. Place **Letter Tiles** *f*, *i*, *t* in the sound boxes on the **Sound-Spelling WorkBoard**. Guide children to blend the sounds: /f/, /i/, /t/, /fffiit/, *fit*.

- Let's change the *f* in *fit* to *k*. What word did we make? The letter *k* stands for the sound /k/. The letter *i* stands for the sound /i/. The letter *t* stands for the sound /t/. Listen as I blend all three sounds together: /kiiit/, *kit*. We made the word *kit*.
- Change the letter *k* in *kit* to *b*. What word did we make? Blend the sounds with me: /b/ /i/ /t/, /biiit/, *bit*. We made the word *bit*.
- Let's change the *t* in *bit* to *g*. Let's read the word: *big*. Continue changing one or more letters at a time to make: *dig*, *did*, *lid*, *lit*, *quit*, *sit*, *six*, *sip*, *lip*, *hip*, *hid*, *him*.
- Have children take turns changing one or more **Letter Tiles** at a time to make a new word.
- Write the words you made, saying the sounds and the letters that stand for it. Then guide children in blending and building each word: *fit*, *kit*, *bit*, *big*, *dig*, *did*, *lid*, *lit*, *quit*, *sit*, *six*, *sip*, *lip*, *hip*, *hid*, *him*.
- For lessons 16–20, use: *slam*, *slap*, *slip*, *flip*, *flap*, *flag*, *clap*, *clip*, *click*, *clack*, *black*.
- For lessons 21–25, use: *past*, *fast*, *last*, *list*; *lint*, *tint*, *mint*; *hand*, *sand*, *land*; *pink*, *rink*, *sink*, *sank*, *plank*.

Fluency: Letter Naming Tell children that you will hold up **Large Letter Cards**. They should name each letter. Hold up the **Letter Card** for each letter of the alphabet one at a time, in random order.

Fluency: Letter/Sound Correspondence Tell children that you will hold up **Large Letter Cards**. They should say the sound or sounds that the letters stand for. Hold up the **Letter Card** for each letter of the alphabet one at a time, in random order.

Fluency: Word Automaticity For lessons 11–15, display page 34 of **Reading Triumphs**. Read each word in "Phonics," blending the sounds and then saying the words as you read. Have children blend sounds and say the word after you.

- For lessons 16–20, repeat the above routine using page 48 of **Reading Triumphs**.
- For lessons 21–25, repeat the above routine using page 62 of **Reading Triumphs**.

ELL For more support, see pages T6–T7.

IWB For additional activities, use **Online Phonics Lessons**: Short *i*; Two-Letter Consonant Blends.

Words to Know

Materials

- Reading Triumphs pp. 34, 35; 48, 49; 62, 63
- Word Cards: *a, be, come, do, good, help, little, play, run, the, very, what*
- Sound-Spelling WorkBoards
- pocket chart

► High-Frequency Words

Objective Reteach high-frequency words *run, be, the, play* (Lessons 11–15); *a, good, do, come* (Lessons 16–20); *little, what, help, very* (Lessons 21–25)

- Display **Word Cards** in a pocket chart.
- **Read, spell, and write** each word and use it in a sentence: *This is the word be. It is spelled b-e. Be. I can be in a band.*
- Have children chorally say each word aloud as you point to it. Point to each letter as children chorally spell the word aloud.
- Point out letters and their sounds that children have learned. *The word be begins with the letter b. We know that the letter b stands for the /b/ sound. The word be begins with the /b/ sound.*
- Hold up one **Word Card** at a time. Have children chorally read aloud each word. Have children write each word on their **Sound-Spelling WorkBoards** as they spell it aloud. Guide children to say a sentence using each word.
- Provide sentence starters using the words. For example: *I like to run to _____; Come to the _____.* Have children take turns orally completing the sentences. Write the sentences. Have children underline the high-frequency words in the sentences.
- Have partners work together to write sentences using the high-frequency words.

Fluency: Word Automaticity For lessons 11–15, display page 34 of **Reading Triumphs**. Read aloud each word in “Words to Know.” Have children read aloud each word after you.

- For lessons 16–20, repeat the above routine using page 48 of **Reading Triumphs**.
- For lessons 21–25, repeat the above routine using page 62 of **Reading Triumphs**.

Fluency: Connected Text For lessons 11–15, Display page 35 of **Reading Triumphs**. Read “Pig and Cat” aloud. Have children read the passage after you. Guide them to blend the sounds of decodable words and to say each high-frequency word.

- For lessons 16–20, repeat the above routine using “A Good Cat” on page 49 of **Reading Triumphs**.
- For lessons 21–25, repeat the above routine using “Little Hank” on page 63 of **Reading Triumphs**.

► Oral Vocabulary

Objective Develop oral vocabulary

- **Play-time Words (Lessons 11–15)** Remind children that *play, run, and climb* are words they can use when they talk about play-time. *At the park, I like to play, run, and climb.*
- Have children act out *playing, running, and climbing* as they say sentences using each word.
- Tell children other words that describe what they do during play time are *cooperate* and *share*. Talk about the meanings. Have partners work together to create sentences using *cooperate* and *share*. Have them repeat their sentences aloud.
- **Happy Words (Lessons 16–20)** Remind children that when something is *really good*, it’s *great*. *We use words such as good, glad, and great when we talk about being happy. Other words we use to describe good feelings are amazing and terrific. When I am happy, I feel terrific.*
- Have children name things that make them feel *glad, good, and great*.
- Have partners work together to orally create sentences using the oral vocabulary words *glad, good, great, amazing, and terrific*.
- **Size Words (Lessons 21–25)** Remind children that words like *big, little, huge, giant, miniature, and tiny* describe size. *If something is very little, it is tiny or miniature.*
- Have children name animals that are *big, little, and huge*.
- Then have partners work together to create sentences using the oral vocabulary words *little, big, huge, giant, miniature, and tiny*.

Time to Read

Materials

- Reading Triumphs pp. 42–46, 47; 50–54, 55; 64–68, 69

Online Resources

- **IWB** Interactive White Board Comprehension Lessons
- Graphic Organizers: Sequence Chart; Plot Chart; Author's Purpose Chart

► Comprehension: Text Evidence

Objective Review comprehension skills

Sequence of Events (Lessons 11–15) Explain that stories are made up events that occur in a certain order, or sequence. *Something happens first, next, and last. Paying attention to the sequence of events can help you understand what you read.*

- Display **Reading Triumphs** page 42. *Let's reread "Big Max." As we read, we will list events from the story on the Sequence Chart.*
- Read pages 42 and 43: *Who are the characters in the story? (Big Max, a boy) What can Big Max do? (Big Max can sit and dig.)*
- Read pages 44 and 45: *What else can Big Max do? (He can lick and play.) What does Big Max do before he plays? (He licks.)*
- Read page 46: *What is the last thing Big Max does in the story? (He helps the boy) Let's add this detail to our chart.*
- Review Comprehension Check on page 47.
1. What did Big Max do first? *(He sat. Then he dug.)* 2. How is Big Max a pal? *(Big Max spends time with the boy. He is big and helps him at the end of the story.)* Add details to the chart.

Plot (Lessons 16–20) Tell children that stories usually have a plot. *The plot is what happens in the beginning, the middle, and at the end of a story. Usually, the plot tells how a character solves a problem.*

- Display **Reading Triumphs** page 50. *As we reread "Clip, Clip!" we will record the details from the story on the Plot Chart.*

- Read pages 50 and 51: *What happens at the beginning? (Matt is having his hair cut.) Where does the story take place? (At a barbershop) What is Matt's problem? (He doesn't like the haircut.) Let's add those details to our Plot Chart.*
- Read pages 52 and 53: *What happens in the middle of the story? (Matt gets his hair cut.) Let's add these details to our chart.*
- Read page 54: *What is the last thing that happens in the story? (Matt is glad.) How is Matt's problem solved? (Matt sits through his haircut and likes it.) Let's add this event to our chart.*
- Review Comprehension Check on page 55. 1. Who is the story about? *(Matt)* 2. Why is Matt sad? *(Matt might be sad because he doesn't want his hair cut.)*

Author's Purpose (Lessons 21–25) Remind children that the author's purpose is the reason the author wrote the selection. *To figure out the author's purpose, think about what the author is saying and the information he or she is sharing. Then decide why the author wrote the piece.*

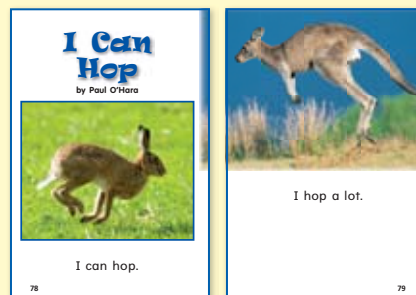
- Display **Reading Triumphs** page 64. *Let's reread "Big Cats." As we read, we will list clues on the Author's Purpose Chart.*
- Read pages 64 and 65: *What is the title? (Big Cats) What can a big cat do? (run very fast) What clue could help us decide why the author wrote the selection? (On page 64, the author asks what a big cat can do.) Let's add these clues to our chart.*
- Read pages 66–68: *What else can big cats do? (sit and sip, lick and lick, nap) Let's add the clues to our chart.*
- Review Comprehension Check on page 69.
1. What does a big cat sip? *(water)* 2. Why did the author write about big cats? *(to teach the reader about what big cats can do)*

ELL For more support, see pages T6–T7.

IWB **Online Comprehension Lessons:** Retell/Sequence; Problem and Solution; Author's Purpose

Self-Selected Reading

Have children select books. Guide them to retell the sequence of events, think about the plot, or figure out the author's purpose in each selection.



pp. 78–83



pp. 92–97

Working with Words

• Phonemic Awareness

• Phonics

Words to Know

• High-Frequency Words

• Oral Vocabulary

• Build Fluency

Time to Read

• Reading Triumphs

• Comprehension

• Write

Language Arts

• Grammar

• Writing

Assessment

• Informal

• Formal

Week 1, Lessons 1–5

Phonemic Awareness

- Listen for /o/

Phonics

- Introduce Short /o/o
- Review Final Blends /nd/-nd, /nk/-nk, /nt/-nt, /st/-st

High-Frequency Words

- *my, her, see, they*

Oral Vocabulary

- Family Words

Fluency

- Word Automaticity; Connected Text

Read

- "Jill and Bob," "I Can Hop," and "My Mom"

Strategy: Summarize

Skill: Main Idea and Details

Daily Writing Prompts

Dictation

Grammar

- Nouns
- Mechanics: Sentence Punctuation

Writing

- **Organization:** Report



Phonemic Awareness, Phonics, High-Frequency Words, and Comprehension

- **Weekly Assessment, Assessment Book pp. 88–91**

Week 2, Lessons 6–10

Phonemic Awareness

- Listen for /e/

Phonics

- Introduce Short /e/e
- Review Short /o/o

High-Frequency Words

- *who, no, look, are*

Oral Vocabulary

- Seeing Words

Fluency

- Word Automaticity; Connected Text

Read

- "Ken Gets a Pet," "Jen Helps Rex," and "On the Bed"

Strategy: Summarize

Skill: Retell

Daily Writing Prompts

Dictation

Grammar

- Plural Nouns
- Mechanics: Sentence Punctuation

Writing

- **Organization:** How-to



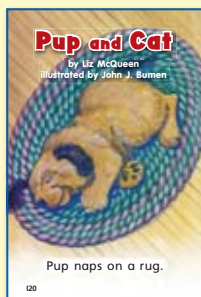
Phonemic Awareness, Phonics, High-Frequency Words, and Comprehension

- **Mid-Unit Assessment, Assessment Book pp. 92–97**

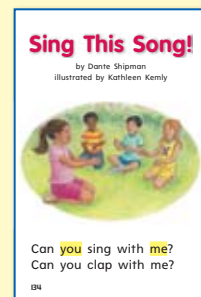
Additional Instruction, Weeks 1–2, pages 96–99



pp. 106–111



pp. 120–125



pp. 134–139

Week 3, Lessons 11–15

Phonemic Awareness

- Listen for *s*-blends and *r*-blends

Phonics

- Introduce *s*-blends and *r*-blends
- Review Short */e/*

High-Frequency Words

- *live, many, here, for*

Oral Vocabulary

- Quantity Words

Fluency

- Word Automaticity; Connected Text

Read

- "Skip and Scat," "Frogs, Frogs, Frogs!" and "Kids Can"

Strategy: Summarize

Skill: Main Idea and Details

Daily Writing Prompts

Dictation

Grammar

- Irregular Plural Nouns
- Mechanics: Sentence Punctuation

Writing

- **Organization:** Report

Quick Check Phonemic Awareness, Phonics, High-Frequency Words, and Comprehension

- **Weekly Assessment, Assessment Book pp. 98–101**

Week 4, Lessons 16–20

Phonemic Awareness

- Listen for */u/*

Phonics

- Introduce Short */u/u*
- Review *s*-blends and *r*-blends

High-Frequency Words

- *to, make, could, have*

Oral Vocabulary

- Pet Words

Fluency

- Word Automaticity; Connected Text

Read

- "The Jumping Pup," "Pup and Cat," and "Big Bud"

Strategy: Visualize

Skill: Plot

Daily Writing Prompts

Dictation

Grammar

- Proper Nouns
- Mechanics: Capitalize Proper Nouns

Writing

- **Word Choice:** Story

Quick Check Phonemic Awareness, Phonics, High-Frequency Words, and Comprehension

- **Weekly Assessment, Assessment Book pp. 102–105**

Week 5, Lessons 21–25

Phonemic Awareness

- Listen for Consonant Digraphs */th/*, */sh/*, */ng/*

Phonics

- Introduce Consonant Digraphs */th/th/*, */sh/sh/*, */ng/-ng*
- Review Short */u/u*

High-Frequency Words

- *you, me, want, together*

Oral Vocabulary

- Us Words

Fluency

- Word Automaticity; Connected Text

Read

- "Play with Me," "Sing This Song!" and "At the Shop"

Strategy: Visualize

Skill: Retell

Daily Writing Prompts

Dictation

Grammar

- Days, Months, and Holidays
- Mechanics: Capitalize Proper Nouns

Writing

- **Word Choice:** Story

Quick Check Phonemic Awareness, Phonics, High-Frequency Words, and Comprehension

- **End-of-Unit Assessment, Assessment Book pp. 106–111**

Additional Instruction, Weeks 3–5, pages 136–139



Reading Triumphs

Materials

- Reading Triumphs pp. 76–77
- Practice Book p. 69
- Sound-Spelling WorkBoards
- Large Letter Cards: *a, d, i, k, n, o, s, t*
- Word Cards: *help, her, little, my, see, they, very, what*

- pocket chart
- hand puppet

Online Resources

- **IWB** Interactive White Board Phonics Lessons

Working with Words

Phonemic Awareness

Objective Blend phonemes

Read aloud the following rhyme. Then reread it and invite children to chime in with you:

I have a top that will not stop.
It spins and spins and spins.
I asked my pop to make it stop.
Now it can rock and bop and hop!

I Do Listen as the puppet says some words from the rhyme sound by sound. Then listen as the puppet strings together the sounds: /t/ /o/ /p/, /tooop/, top; /r/ /o/ /k/, /rrroook/, rock.

- We Do**
- Tell children that *top* has the /o/ sound.
 - Say *top* again, stretching the vowel. Let's say this word together: *top*, /t/ /ooo/ /p/. Listen for /o/.
 - Repeat with *hop/pop*, *log/fog*, and *dot/pot*.

- You Do**
- Model how to place markers in the sound boxes on the **Sound-Spelling WorkBoard** for each sound in the word *top*.
 - Ask children to orally blend the phonemes as you point to each marker.
 - Repeat with *mop*, *hop*, *rock*, and *log*.

See **Practice Book** page 69.

CORRECTIVE FEEDBACK

Model how to blend the word *top* using onset and rime: /t/ /op/. Let's say the word *top* together in this way: /t/ /op/, *top*. Now let's blend *top*: /tooop/, *top*. Continue with *dot* and *fog*.

Quick Check

Can children blend phonemes? If not, use the Additional Instruction on pp. 96–99.

Phonics

Objective Blend words with /o/o

Review Show each of the following **Large Letter Cards** or pairs as children say the sound(s): *a, i, -nd, -nk, -nt, -st*. Mix the cards and repeat.

- I Do**
- Display **Letter Card** o.
 - The name of this letter is o. The letter o can stand for the short o sound: /o/. This is the sound in the middle of *top*. Listen: /t/ /o/ /p/, *top*.
 - Repeat with the words *hot*, *jog*, and *mop*.

- We Do**
- Write *pot* on the board. Draw a line under the o in *pot*. Have children chorally say /o/ as you point to the letter.
 - Listen as I point to the letters and say the sounds in *pot*: /p/ /o/ /t/. I hear the sound /o/ in the middle of *pot*. Try it with me: /p/ /ooo/ /t/, *pot*.
 - Repeat this procedure with *dot*, *lot*, and *job*.

- You Do** Model blending these words sound by sound. Then have children repeat.
- hop top mom log hot not rock

IWB Online Phonics Lessons: Short o

CORRECTIVE FEEDBACK

Write the word *mop* on the board. Have children draw a line under the o in *mop*. This is the /o/ sound in the middle of *mop*: /m/ /o/ /p/, *mop*. Let's blend *mop* together: /mmmooop/, *mop*. Repeat with *top*, *sock*, and *dot*.

Quick Check

Can children blend words with /o/o? If not, use the Additional Instruction on pp. 96–99.

Words to Know

► Review High-Frequency Words

Objective Read and use previously introduced high-frequency words

- Review high-frequency words introduced in Unit 1, Week 5. *Let's review words we learned before.*
- Hold up **Word Cards** *little, what, help, and very* one at a time. Have children read each word.
- Have children use each word in a sentence.

► High-Frequency Words: *my, her, see, they*

Objective Read high-frequency words

- Display the **Word Cards** for *my, her, see, and they* in the pocket chart.
- Have children **read, spell, and write** *my*. Point to and say the word *my*. *This is the word my. It is spelled m-y. This is my book.* Have children write the word *my* as they spell it aloud.
- Follow the same steps to introduce *her, see, and they*.
- Have children make up sentences using the words. Provide sentence starters such as *My pet ____ or I see ____*. Write the completed sentences on the board.

CORRECTIVE FEEDBACK

Point to, say, and spell *her*. *This word is her. Point to the word and say it with me: her. It is spelled h-e-r. Spell it with me. What word did you spell? The first sound in her is /h/. The first letter is h.*

Quick Check

Can children read *my, her, see, and they*? If not, use the Additional Instruction on pp. 96–99.

► Oral Vocabulary: Family Words

Objective Develop oral vocabulary

- **Define** Talk about the word *mom* as a word that names a person in your family. Point out that we use *my* to talk about members of our families. Introduce another family word, such as *sibling*. Explain that a sibling is a sister or a brother.

- **Example** Use each word in a sentence. *I like to play with my siblings.*
- **Ask** Have children say something about a family member. Guide them to use the word *my* in their sentences.

► Build Fluency: Word Automaticity

Objective Improve word accuracy

Display Reading Triumphs page 76. Read each word in “Working with Words,” blending the sounds or saying the words as you read. Have children blend or say each word after you.

Time to Read

► Read “Jill and Bob”

Objective Read words in connected text

- Have children read aloud “Words to Know.”
- **Choral Reading** Read “Jill and Bob” together.
- **Independent Reading** Have children whisper-read the story independently. Listen while they read, offering guidance as necessary.
- **Partner Reading** Ask children to partner-read “Jill and Bob.”

► Write

Objective Write letters, words, and a sentence

- Use the **Sound-Spelling WorkBoards**. Say each sound one at a time: /o/, /j/, /u/, /n/ /h/, /p/, /i/, /r/, /g/. Have children write each letter. Say each word: *hop, hip, go, jog, run*. Have children write each word.
- Have children write what Jill and Bob do. Provide the sentence starter *Jill and Bob can ____*.

ELL Write each word, blending the sounds to form the word. Have children share sentences orally and model writing each sentence. Then share the pen with children, having them write the letters that they know. For more support, see pages T6–T7.

See the Grammar and Writing lessons on pages 82–83.



Reading Triumphs

Materials

- Reading Triumphs pp. 76; 78–83
- Practice Book p. 70
- Sound-Spelling WorkBoards
- Large Letter Cards: *a, b, c, d, f, g, h, i, j, l, o, p, s, t*
- Letter Tiles
- Word Cards: *her, my, see, they*
- hand puppet
- pocket chart • markers or counters

Online Resources

- **IWB** Interactive White Board Comprehension Lessons
- Graphic Organizer: Main Idea and Details Chart

Working with Words

► Phonemic Awareness

Objective Identify phonemes in isolation

Read aloud the following rhyme. Then reread it and invite children to chime in with you:

I have a top that will not stop.
It spins and spins and spins.
I asked my pop to make it stop.
Now it can rock and bop and hop!

I Do Listen as the puppet says each word slowly. All the words have the /o/ sound in the middle. This is the short o sound: *hop, pop, top, hog, pond*.

- We Do**
- Ask children to say each word after you, stretching the sounds: *hop, pop, top*.
 - Listen as I say the sounds in each word: /hooop/, *hop*; /pooop/, *pop*; /tooop/, *top*.
 - What sound do you hear in the middle of each word? Let's say it: /o/. This is the short o sound.

- You Do**
- Tell children that you will say three words. Ask children to listen for words with the /o/ sound. Say these words: *bat, lot, mop*.
 - Which words have the /o/ sound?
 - Repeat with *top, pig, pot* and *mop, mom, rag*.

CORRECTIVE FEEDBACK

Using the sound boxes on the **WorkBoards**, model how to isolate the sounds in *mop*. Stretch the sounds as you drag one marker onto each box. Have children repeat. Continue with *pop, job, lot*.

Quick Check

Do children recognize /o/? If not, use the Additional Instruction on pp. 96–99.

► Phonics

Objective Blend words with /o/o

Review Show each of the following **Large Letter Cards** as children say each sound: *o, j, b, a, g, s, p, i, d*. Mix the cards and repeat.

- I Do**
- Use **Letter Cards** or **Letter Tiles** *p, o, t*.
 - Model blending.
 - The letter *p* stands for the sound /p/. The letter *o* stands for the sound /o/. The letter *t* stands for the sound /t/. Listen as I blend all three sounds together: /pooot/, *pot*.
 - Repeat with *top, dot, and log*.

- We Do**
- Blend *pot*: /pooot/. Blend it with me.
 - Let's change the *p* in *pot* to *g*. What word did we make? Let's blend the sounds together.
 - Repeat to build and blend *cot, dot, and lot*.

- You Do**
- Guide children to change the *l* in *lot* to *h*. What word did you make? What sound changed to make the word *hot*?
 - Continue to have children build and blend words. Change one letter at a time to make these words:
hop hog fog log lot dot pot

See **Practice Book** page 70.

ELL Make the /o/ sound and point out correct mouth position. Have children repeat. Then, as children practice words in the lesson with /o/o, review the meanings of words that can be demonstrated in a concrete way. For example, point to a picture of a rock. Provide such sentence frames as *Alberto's cat jumps up on a _____* for children to complete. Allow children time to respond. For more support, see pages T6–T7.

See the More Word Work lessons on page 82.

Words to Know

► High-Frequency Words: *my, her, see, they*

Objective Read high-frequency words

- Hold up the **Word Cards** one at a time: *my, her, see, they*. Have children **read, spell, and write** each word.
- Ask children to call out each word as you point to the card. Repeat in random order at varying speeds.

CORRECTIVE FEEDBACK

Point to, say, and spell *my*. This word is *my*. Point to the word and say it with me: *my*. It is spelled *m-y*. Spell it with me. What word did you spell? The first sound in *my* is /m/. The first letter is *m*.

Quick Check

Can children read *my, her, see, and they*? If not, use the Additional Instruction on pp. 96–99.

► Oral Vocabulary: Family Words

Objective Develop oral vocabulary

- Ask children to talk about moms and other family members and what they do together. Guide children to use family words such as *my, mom, and sibling*.
- **Define** Tell children that a sibling is a brother or a sister.
- **Example** Use *sibling* in a sentence: *My sister is my only sibling*.
- **Ask** Do you have a sibling? Is your sibling a brother or a sister? Would you like a sibling?

► Build Fluency: Word Automaticity

Objective Improve word accuracy

Display page 76 of **Reading Triumphs**. Read each word in “Working with Words,” blending the sounds or saying the words as you read. Have children blend or say each word after you. Then say the words in random order. Have children point to the word you say.

Time to Read

► Read “I Can Hop”

Objective Summarize: Main idea and details

Before Reading Preview the selection by reading aloud the title. What do you think this selection will be about?

- Help children set a purpose for reading: What animals do you think we will learn about?
- Have children read aloud “Words to Know.”

During Reading Read the selection together. Use a Main Idea and Details Chart to record facts as you read. Guide children in a choral reading with you, reading one spread at a time. Pause to check their comprehension. After page 79, ask: What can hop? After page 80: What else can hop? After page 82: What else can hop? What do all of the details have in common?

After Reading Explain that nonfiction selections such as “I Can Hop” have details that are all about a main idea. The main idea of a selection is what all of the details have in common. In “I Can Hop,” each page gives a detail about an animal that can hop. All of the details are about animals that hop. That tells us that the main idea of “I Can Hop” is that many different animals can hop.

IWB Online Comprehension Lessons: Main Idea and Details

► Comprehension Check: Text Evidence

Display page 83 of **Reading Triumphs**. Have children retell the selection. Guide them to use the evidence in the text and the photographs to answer the **Think About It** questions.

► Write

Objective Write letters, words, and a sentence

- Use the **Sound-Spelling WorkBoards**. Say each sound one at a time: /o/, /h/, /p/, /t/, /a/, /i/. Have children write each letter. Say each word: *hop, hot, hat, hit, pot*. Have children write each word.
- Have children write a sentence about something they can do. *I can _____.*

See Grammar and Writing lessons on pages 82–83.



Reading Triumphs

Materials

- Reading Triumphs pp. 76; 84–89
- Practice Book pp. 71–72
- Sound-Spelling WorkBoards
- Large Letter Cards: *a, b, c, h, i, k, m, n, o, p, q, r, u*
- Photo Cards: *box, cat, fan, lock, mop, rock, six*
- Word Cards: *her, my, see, they*
- Comprehension Cards
- pocket chart • markers or counters

Online Resources

- **IWB** Interactive White Board Comprehension Lessons
- Graphic Organizer: Main Idea and Details Chart

Working with Words

► Phonemic Awareness

Objective Segment phonemes

Read aloud the following rhyme. Then read it again and invite children to chime in with you:

Put the corn in the pot.
Get the pot very hot.
Pop-pop-pop! Stop! Stop! Stop!
Popped corn over the top!

- I Do**
- Listen as the puppet says each sound in a word: *pot, /p/ /o/ /t/; hot, /h/ /o/ /t/; pop, /p/ /o/ /p/.*
 - Point out the middle /o/ sound in each word.

- We Do**
- Place markers in the sound boxes on the **Sound-Spelling WorkBoard** for *pot*. Let's say the word *pot* together. There are three markers to stand for three sounds: /p/ /o/ /t/. Listen as I say each sound: /p/ /ooo/ /t/, *pot*. Let's say the sounds in *pot* again.
 - Repeat with *hot, pop, and top*.

- You Do**
- Have children place markers in the sound boxes for the sounds in the word *dot*, placing one marker as they say each sound.
 - Have children repeat to segment other short o words, such as *log, top, not, and rock*.

CORRECTIVE FEEDBACK

Listen as I say this word: *got*. Now listen as I say each sound in *got*: /g/ /o/ /t/. What sound do you hear in the middle of *got*? Let's say this sound together: /o/. Repeat with *log, nod, and pop*.

Quick Check

Can children segment phonemes? If not, use Additional Instruction on pp. 96–99.

► Phonics

Objective Blend words with /o/o

Review Show each of the following **Large Letter Cards** or pairs as children say each sound: *a, b, h, i, n, o, p, r, ck, qu*. Mix the cards and repeat.

- I Do**
- Display **Large Letter Card o**.
 - The name of this letter is *o*. The letter *o* can stand for the short o sound: /o/. This is the sound in the middle of *mom*: /mmmooomm/, *mom*.
 - Write the word *mom* on the board. Draw a line under the letter *o* as you say the sound /o/.
 - Repeat with *dot, hop, and Tom*.

- We Do**
- Display **Photo Cards** *rock, six, and mop*.
 - Let's name each picture: *rock, six, mop*. Which picture names have the /o/ sound?
 - Write *rock* and *mop* on the board.
 - Listen as I say *rock*: /rrr/ /ooo/ /k/. I hear /o/ in the middle of *rock*, so I hold up **Letter Card o**.
 - Let's say *mop*: /mmm/ /ooo/ /p/. Where is the /o/ sound? When should I hold up **Letter Card o**?
 - Repeat with *cat, mop, lock* and *box, rock, fan*.

- You Do**
- Have children write the letter *o* on their **Sound-Spelling WorkBoards** when you say a word with the short o sound. Say: *lot, bag, fox, tin, job, sit, dot*.

CORRECTIVE FEEDBACK

Model blending *cob*. Write *c*. Have children say /k/. Write *o*. Have children say /o/, then blend /kooo/. Write *b*. Have children say /b/, then blend /kooob/. Repeat with *Rob, nod, and hop*.

Quick Check

Can children blend words with /o/o? If not, use the Additional Instruction on pp. 96–99.

Words to Know

► High-Frequency Words: *my, her, see, they*

Objective Read high-frequency words

- Display the **Word Cards** *my, her, see, and they* in a pocket chart.
- Say *my*. Have children point to and spell it aloud.
- Follow the same steps to review *her, see, and they*.
- Have children make up sentences using the words. Provide a sentence starter, such as *Can you see my _____?* Write the sentences on the board.

See **Practice Book** page 71.

► Oral Vocabulary: Family Words

Objective Develop oral vocabulary

- **Discuss** Remind children that *mom* and *sibling* name people in some families and that we can use the word *my* to talk about them in a sentence: *My mom and sibling made dinner for me.*
- **Connect** Have children talk about family members. *Who is in your family?*

► Build Fluency: Word Automaticity

Objective Improve word accuracy

Display page 76 of **Reading Triumphs**. Read each word in “Working with Words,” blending the sounds or saying the words as you read. Have children blend or say each word after you.

Reread Have children **reread** the previous story from **Reading Triumphs**. Circulate and listen in.

Time to Read

► Read “My Mom”

Objective Summarize: Main idea and details

Before Reading Preview the selection by reading aloud the title and pointing out the photograph.

- Help children set a purpose for reading: *What might this selection be about? Let’s find out.*

During Reading Read the selection together. Use a Main Idea and Details Chart to help children record important details. After page 85, ask: *What can the kangaroo’s mom do?* After page 87: *What do the bears do?* After page 88: *What is “My Mom” mostly about?*

- **Independent Reading** Have children whisper-read the selection.

See **Practice Book** page 72.

After Reading Tell children that thinking about the main idea can help them to better understand a selection. *To understand the main idea, think about the details and what they are all about. In “My Mom,” all of the details are about what different animal moms can do. The main idea of “My Mom” is that animal moms can do many things.*

IWB **Online Comprehension lessons:** Main Idea and Details

► Comprehension Check: Text Evidence

Display page 89 of **Reading Triumphs**. Have children retell the selection. Guide them to use the evidence in the text and the photographs to answer the **Think About It** questions.

- **ELL** Provide sentence starters to help children name each detail: *The kangaroo mom can _____.* For more support, see pages T6–T7.

CORRECTIVE FEEDBACK

If children need more practice, use **Comprehension Cards: Main Idea and Details**.

Quick Check

Can children identify the main idea and details? If not, use the Additional Instruction on pp. 96–99.

► Write

Objective Write letters, words, and labels

- Use the **Sound-Spelling WorkBoards**. Say each sound: /o/, /h/, /p/, /m/, /t/. Have children write each letter and word: *hop, mom, hot.*
- Have children draw and label the animal in the selection that hops. See the Grammar and Writing Lessons on pages 82–83.



Reading Triumphs

Materials

- Reading Triumphs pp. 76; 78–82; 84–88
- Large Letter Cards: *a, b, c, d, g, f, h, i, j, k, l, m, n, o, p, R, r, s, T, t, x, z*
- Letter Tiles
- Word Cards: *her, my, see, they*
- Sound-Spelling WorkBoards

- hand puppet

Online Resources

- **Graphic Organizer:** Main Idea and Details Chart

Working with Words

► Phonemic Awareness

Objective Identify phonemes in isolation

Read aloud the following rhyme. Then reread it and invite children to chime in with you:

Put the corn in the pot.
Get the pot very hot.
Pop-pop-pop! Stop! Stop! Stop!
Popped corn over the top!

- I Do**
- Use the puppet to model how to isolate sounds.
 - Listen as the puppet slowly says *pot, hot, pop, stop, and top*. Listen to the /o/ sound in the middle of each word.

- We Do**
- Ask children to say each word slowly after you: *hot, pot, pop, stop, top*.
 - What sound do you hear in the middle of each word? Do you hear the /o/ sound?
 - Write the word *hot* on the board. Draw a line under the *o* in *hot*. The sound for this letter is /o/. Listen: /ooo/, *hot*. What sound is it?
 - Repeat this procedure for *pot, pop, stop, and top*.

- You Do**
- Tell children that you will say three words. Ask children to listen for the words with the /o/ sound. Say these words: *job, sock, ten*.
 - Which words have the /o/ sound?
 - Repeat with *hit, rob, mop* and *dot, sad, mom*.

- ELL** Make the /o/ sound and point out correct mouth position. Have children repeat. Do the same for /a/ and /i/. Then have children practice saying minimal contrast word pairs, such as *mop/map, pot/pit, rock/rack, top/tip*. For more support, see pages T6–T7.

► Phonics

Objective Blend words with /o/o

Review Show each of the following **Large Letter Cards** as children say each sound: *o, x, i, z, k, f, a, l, r, t, s*. Mix the cards and repeat.

- I Do**
- Use **Letter Cards** or **Letter Tiles** *p, o, t*. Blend the phonemes.
 - The letter *p* stands for /p/. The letter *o* stands for /o/. The letter *t* stands for /t/. Listen as I blend the sounds together: /poooot/, *pot*. Say it with me: *pot*.
 - Repeat with *hot, top, and cob*.

- We Do**
- Let's change the *c* in *cob* to *R*. What word did we make? Let's blend the sounds: /rrrooob/, *Rob*.
 - Now let's change the *R* in *Rob* to *s*. What word did we make? Let's blend the sounds: /sssooob/, *sob*.

- You Do**
- Guide children to change the *s* in *sob* to *j*. What word did you make? Blend the sounds.
 - Now change the *b* in *job* to *t*. What word did you make? Blend the sounds in this word.
 - Change the *j* in *jot* to *p*. Have children continue to change letters to make *hot, hop, mop, and mom*.

See the More Word Work lessons on page 82.

CORRECTIVE FEEDBACK

Give three children **Letter Cards** *T, o, m*. Model blending *Tom*. Have the child with **Letter Card** *T* say /t/ and write *T*. Have other children say /t/. Repeat for *o* and *m*, blending /tooo/ and then /tooommm/. Continue the procedure with *Rob, nod, and hog*.

Quick Check

Can children blend sounds in words with /o/o? If not, use the Additional Instruction on pp. 96–99.

Words to Know

► High-Frequency Words: *my, her, see, they*

Objective Read high-frequency words

- Place **Word Cards** *my, her, see,* and *they* facedown.
- Tell children that you will turn over the **Word Cards** one at a time for them to read.
- Ask children to chorally call out each word as you turn the cards over one at a time. Mix and repeat.
- Have children make up sentences using the words.

CORRECTIVE FEEDBACK

Point to, say, and spell *they*. This word is *they*. Point to the word and say it with me: *they*. It is spelled *t-h-e-y*. Spell it with me. What word did you spell? Let's use it in a sentence to tell what animal moms can do.

Quick Check

Can children read *my, her, see,* and *they*? If not, use the Additional Instruction on pp. 96–99.

► Oral Vocabulary: Family Words

Objective Develop oral vocabulary

- **Confirm** Talk with children about words that name family members. Remind them that we use the word *my* when talking about our family members, such as moms and siblings.
- **Discuss** Talk about other words that name family members, such as *parent* and *adult*.
- **Connect** Invite children to ask and answer questions using the family words. Provide models such as *Who has siblings? In my family, I have _____.*

► Build Fluency: Word Automaticity

Objective Improve word accuracy

- Display page 76 of **Reading Triumphs**. Read each word in “Working with Words,” blending the sounds or saying the words as you read. Have children blend or say each word after you.
- **Reread** Have children **reread** the previous story from **Reading Triumphs**. Circulate and listen in.

Time to Read

► Read “I Can Hop” and “My Mom”

Objective Summarize: Main idea and details

Before Reading Tell children that as they read “I Can Hop” and “My Mom” again, they should remember to think about the main idea and details. The main idea is what the selection is mostly about. You can understand the main idea by thinking about the details and what they have in common. Explain that knowing the main idea and details will help them to better understand and summarize the selections.

During Reading Read “I Can Hop” together. Pause after each spread and guide children to name the important details. Model using the details to identify the selection’s main idea.

- Read “My Mom” together. Pause after each spread and have children name the important details.
- Have children use a Main Idea and Details Chart to record the details and the selection’s main idea.
- **Partner Reading** Have partners read one of the selections together. Guide them to identify the important details and the main idea.

After Reading Point out that both “I Can Hop” and “My Mom” are nonfiction and that they both have main ideas. Guide children to discuss each selection. What details did you learn in each selection? What is each selection mostly about?

► Build Fluency: Connected Text

Objective Model fluency

Choral-Read Read each selection together, one page at a time. Have children read at the same speed and with the same expression that you use.

► Write

Objective Write letters, words, and sentences

- Use the **Sound-Spelling WorkBoards**. Say each sound: /s/, /b/, /h/, /l/, /a/, /i/, /p/, /o/, /g/. Have children write each letter. Say each word: *hop, sip, big, lap*. Have children write each word.
- Ask children to write about animal moms.

See Grammar and Writing lessons on pages 82–83.



Reading Triumphs

Materials

- Reading Triumphs pp. 78–82; 84–88
- Take-Home Book; Practice Book pp. 73–74
- Listening Library
- Assessment Book
- Large Letter Cards: *a, B, b, c, f, g, h, j, k, l, m, n, o, p, r, t, x*
- Letter Tiles
- Photo Cards: *ax, box, fox, lock, man, mop, ox, rock, sock, top, yak*
- Word Cards: *her, my, see, they*
- Comprehension Cards

Online Resources

- Bibliography

Working with Words

► Phonemic Awareness

Objective Review phonemes

- I Do**
- Listen as I say a word in parts: /t/ /o/ /p/. I can blend these sounds: /tooop/. Say it with me: *top*.
 - The sound in the middle of *top* is /o/.
 - Repeat this procedure with *hot*, *mom*, and *jog*.
- We Do**
- Ask a volunteer to name a word with the /o/ sound, such as *dot*. Then ask children to segment and blend the word with you: /d/ /o/ /t/, /doooot/, *dot*.
 - Ask another volunteer to suggest a different word with the /o/ sound, such as *Rob*. Ask children to segment and blend that word with you: /r/ /o/ /b/, /rrrooob/, *Rob*.
- You Do**
- Ask children to think of more words with the /o/ sound. Have them hop in place when they think of a word with the /o/ sound. Ask the first child to hop to say his or her /o/ word out loud.
 - Ask children to segment and blend this word together. Guide children as needed.
 - Continue the activity, encouraging children to hop when they have a word with /o/ to suggest.

► Phonics

Objective Review blending short o words

- I Do**
- Use **Large Letter Cards** or **Letter Tiles** *h, o, p*.
 - Listen as I blend these letters: /hooop/, *hop*.
 - Repeat with **Letter Cards** *f, g, l*, and *t*. Build and blend the words *fog*, *log*, and *lot*.
- We Do**
- Display **Photo Card** *top*.
 - Ask children to guide you in how to use the **Letter Cards** or **Letter Tiles** for *t, o, p* to build *top*. This is the word *top*. What letter stands for the /t/ sound in *top*? What letter stands for the /o/ sound in *top*? Where should we place the **Letter Card** *o*? What letter stands for the /p/ sound in *top*? Where should we place this **Letter Card**?
 - Let's blend the sounds together: /tooop/, *top*.
 - Repeat, asking children to help you build and blend *mop*, *job*, and *Bob*.
- You Do**
- Display **Letter Cards** *a* and *o*. Then hold up the following **Photo Cards**, one at a time: *fox, rock, ax, box, mop, yak, lock, ox, man, sock*.
 - Ask children to name each photo and tell the short vowel sound they hear in the picture name.
 - When all cards have been named and sorted by vowel sound, help children use **Letter Cards** or **Letter Tiles** to spell each picture name.
 - Help children blend each word.

Words to Know

► High-Frequency Words: *my, her, see, they*

Objective Review high-frequency words

- Display **Word Cards** for *my, her, see,* and *they*, one at a time.
- Have children **read, spell, and write** each word.
- Have children write sentences using as many of the words as possible.

ELL Model using each word in a sentence. For more support, see pages T6–T7.

Time to Read

► Read Take-Home Book

Objective Review summarize: Main idea and details

- Reread and review “I Can Hop” and “My Mom” using the **Listening Library** audio selection. Then read the **Take-Home Book** selection together with children.
- Have children whisper-read the **Take-Home Book** selection independently. Listen while children read, offering guidance as necessary.
- Ask children to identify the main idea and details in each selection.

See **Practice Book** pages 73–74.

► After Reading

Ask children to respond to “I Can Hop,” “My Mom,” and the **Take-Home Book**:

- *What are some things animals can do? What can some animal moms do?*
- *What is similar about “I Can Hop” and “My Mom”?*

CORRECTIVE FEEDBACK

If children cannot identify the main idea and details, use **Comprehension Cards: Main Idea and Details**.

Quick Check

Can children identify the main idea and details? If not, use the **Additional Instruction** on pp. 96–99.

► Build Fluency: Connected Text

Objective Increase reading speed

- Have pairs of children take turns reading aloud the **Take-Home Book** selection to each other. Before they begin reading, review the text and talk about the best pace with which to read and where children should pause or stop when reading.
- Guide children to read the selection aloud with that pace, pausing and stopping where necessary.

► Writing

Objective Write and share simple sentences

- Have children write simple sentences about the main idea of the **Take-Home Book** selection.
- Encourage children to include high-frequency words and words with /o/ in their sentences.
- Provide an opportunity for children to read their sentences aloud.

See the Writing lessons on page 83.

Invite children to read the **Take-Home Book** selection to their family and friends.

► Self-Selected Reading

Objective Read independently

- Have children select books to read on their own. See the Online Bibliography for suggested titles.

Weekly Assessment

Have children complete the Weekly Assessment on **Assessment Book** pages 88–91.

Fluency Use the passage on **Assessment Book** pages 38–39.

Lesson 1

Grammar

Nouns

Writing

Shared Writing

Lesson 2

More Word Work

Verbs with -s

Grammar

Nouns

Writing

Interactive Writing

Lesson 3

Grammar

Mechanics

Writing

Trait: Organization
Independent Writing:
Focus and Plan,
Prewrite and Draft

Lesson 4

More Word Work

Word Sort

Writing

Independent Writing:
Revise and Edit

Lesson 5

Writing

Independent Writing:
Publish and Present

More Word Work

Materials

- large index cards with *clock, fog, got, hog, jog, lock, log, mop, not, pop, pot, sock* and **spelling words** *hop, lot, rock, top*
- pocket chart

► Verbs with -s

Objective Understand verbs with -s

- Write *pat* and *pats* on the board. Point to the letters as you say the sounds and read the words: /paaat/, *pat*; /paaatsss/, *pats*. Have children repeat.
- Repeat with the words *tap/taps* and *hop/hops*.
- Point to the *s* in *pats*. The letter *s* in *pats* stands for the /s/ sound. It describes the action of patting now, in the present time, or patting over and over.
- Write the words *tag/tags*. Point to the letters as you pronounce the word: /taaag/, *tag*; /taaagzzz/, *tags*. Remind children that the letter -s at the end of a word can stand for the /z/ sound, as in *tags*.
- Write and read aloud this sentence: *The rabbit taps its foot.* What does *taps* mean in this sentence? Guide children to recognize that the action of tapping is happening now, or in the present time.

► Word Sort: -ock, -og, -op, -ot

Objective Sort words in word families

- Place the cards for *hop, fog, lot, and rock* in four columns in the pocket chart. Point to the letters as you say the sounds and read each word.
- Hold up the card for *top*. Say the sounds and read the word. I hear the same sounds at the end of the word *top* as I do at the end of *hop*. Model placing the card for *top* under *hop*.
- Repeat for other cards, having children sort them. Then have them chorally read all of the words.

Grammar

► Nouns

Objective Understand nouns

- Tell children that a sentence has different kinds of words. The words that name people, places, or things are called *nouns*.
- Write the following sentence on the board: *The girl ran.* Ask: Who is the sentence about?
- Explain that *girl* is the noun in the sentence. Circle *girl* and read the sentence. Have children repeat chorally.
- Write this sentence on the board: *The girl played a game.* Read the sentence and have children repeat. What words name a person or thing in this sentence? Circle *girl* and *game*. Help children identify the person and thing in the sentence. Yes, the girl is a person and the game is a thing. They are both nouns.
- Write this sentence on the board: *The girl played a game at home.* Read the sentence aloud. What words name a person, thing, or place in this sentence? Circle *girl, game, and home*. Read the words and have children repeat.

► Mechanics: Sentence Punctuation

- Write the sentence *The cat ran up the tree.* Point out that a sentence always begins with a capital letter. The capital letter helps you to know when a new sentence begins.
- Then read the sentence aloud. Remind children that the sentence is a statement because it tells a complete thought about something. Explain that a statement sentence ends with a period.
- Write these sentences on the board:
we play with our cat every day
she likes to run
we like to run

- Prompt children to identify the words that need to be capitalized. Have them tell which sentences need periods. Read the sentences and have children repeat.

Writing Report

Objective Compose a report

► Shared Writing

- Discuss with children the different animals in “I Can Hop.” Tell children that they will be writing a report to tell how different animals move. Explain that a report is a kind of writing that gives true information about a topic.
- Have children tell how other animals move. Record their responses in a two-column chart with the headings “Animal” and “Way It Moves.”
- Use children’s suggestions to write sample sentences: *A bird can fly. It has wings.*
- Point out the nouns in the sentences.

► Interactive Writing

- Ask children to think about how pets or animals they have seen move. Brainstorm examples of different movements, and record their responses in a two-column chart.
- Review the completed chart and have children identify the animals that move in the same way.
- Model sentences by writing from the suggestions: *Frogs and rabbits jump. Bees and birds fly.*
- Have children use the chart to create sentences about the different ways the animals move.
- Once a sentence is generated, repeat it several times for children. Have children share the pen to help write words or add a punctuation mark. Repeat with more sentences.
- Point out any nouns children have used.

► Writing Trait: Organization

- Explain to children that good writers focus and organize their writing in a way that makes sense. Writers want to make sure that the reader understands what they are saying.

- Explain that if children are going to write sentences for a report about how different animals move, they can group the animals that move the same way together.
- Write these sentences: *A frog jumps. A bee flies. A rabbit jumps. A bird flies.* Read the sentences aloud. Guide children to reorder the sentences so that the animals with the same movements are grouped together.

► Independent Writing

Focus and Plan

- Ask children to think about the movements of different animals. Have them act out and discuss some of the movements.

Prewrite and Draft

- Ask children to draw a picture of animals with the same kind of movements. Tell them to show the animals doing the movement.
- Have children draft sentences about the way the animals are moving.
- Remind children to organize the sentences so that the reader can understand the information.

Revise and Edit

- Ask children to check the sentences they wrote about the way animals move. Have them decide if they are in an order that makes sense.
- Have children work with a partner and read each other’s sentences. *Do you understand the animal movements your partner wrote about?*
- Guide children to check that the sentences all begin with a capital letter and end with the correct punctuation mark.

ELL Have children draw a picture of an animal that they are familiar with. Write the following sentence: *A _____ moves by _____. Guide children in copying and completing the sentence.*

Publish and Present

- Have partners take turns reading their sentences to the class.
- Create a class Animal Movements book.



Reading Triumphs

Materials

- Reading Triumphs pp. 90–91
- Practice Book p. 75
- Sound-Spelling WorkBoards
- Large Sound-Spelling Card: *Egg*
- Large Letter Cards: *a, d, i, k, n, o, s, t*
- Word Cards: *are, her, look, my, no, see, they, who*
- hand puppet

- markers or counters
- pocket chart

Online Resources

- **IWB** Interactive White Board Phonics Lessons

Working with Words

Phonemic Awareness

Objective Blend phonemes

Read aloud the following rhyme. Then reread it and invite children to chime in with you:

Ben has a pet.
He keeps her nice and wet.
“Good,” said the vet.
“Fish should get very wet!”

I Do Listen as the puppet says words from the rhyme sound by sound. Then listen as the puppet strings together the sounds: /p/ /e/ /t/, /peeet/, *pet*; /b/ /e/ /n/, /beeennn/, *Ben*.

We Do ■ Tell children that *pet* has the /e/ sound.
■ Say *pet* again. Let’s say this word together: *pet*, /p/ /eee/ /t/. Listen for /e/.
■ Repeat with *vet/get, hen/Ben, and bed/fed*.

You Do ■ Model how to place markers in the sound boxes on the **Sound-Spelling WorkBoard** for each sound in the word *Ben*.
■ Ask children to orally blend the phonemes as you point to each marker.
■ Repeat with *pet, met, leg, and web*.

See **Practice Book** page 75.

CORRECTIVE FEEDBACK

Model how to blend the word *Ben* using onset and rime: /b/ /en/. Let’s say the word *Ben* this way: /b/ /en/, *Ben*. Now let’s blend *Ben*: /beeennn/, *Ben*. Continue with *leg* and *web*.

Quick Check

Can children blend phonemes? If not, use the Additional Instruction on pp. 96–99.

Phonics

Objective Blend words with /e/

Review Show each of the following **Large Letter Cards** and pairs of cards as children say the sound(s): *a, o, i, nd, st, nt, nk*. Mix the cards and repeat.

I Do ■ Display the *Egg Sound-Spelling Card*.
■ The name of this letter is *e*. The letter *e* can stand for the short *e* sound: /e/, as in the beginning of *egg*. This is also the sound in the middle of *bed*. Listen: /b/ /e/ /d/, *bed*.
■ Repeat with the words *let, red, and well*.

We Do ■ Write the word *bed* on the board. Draw a line under the *e* in *bed*. Have children chorally say /e/ as you point to the letter.
■ Listen as I point to the letters and say the sounds in *bed*: /b/ /e/ /d/. I hear the sound /e/ in the middle of *bed*. Try it with me: /b/ /eee/ /d/, *bed*.
■ Repeat this procedure with *let, red, and well*.

You Do Model blending these words sound by sound. Then have children repeat.
red bed let get wet bell fell

IWB Online Phonics Lesson: Short e

CORRECTIVE FEEDBACK

Write *pet* on the board. Have children draw a line under the *e* in *pet*. This is the /e/ sound in the middle of *pet*: /p/ /e/ /t/, *pet*. Let’s blend *pet* together: /peeet/, *pet*. Repeat with *wet, bed, and well*.

Quick Check

Can children blend words with /e/? If not, use the Additional Instruction on pp. 96–99.

Words to Know

► Review High-Frequency Words

Objective Read and use previously introduced high-frequency words

- Review high-frequency words introduced in Unit 2, Week 1. *Let's review words we learned before.*
- Hold up **Word Cards** *my, her, see, and they* one at a time. Have children read each word.
- Have children use each word in a sentence.

► High-Frequency Words: *who, no, look, are*

Objective Read high-frequency words

- Display **Word Cards** for *who, no, look, and are* in the pocket chart.
- Have children **read, spell, and write** *who*. Point to and say *who*. *This is the word who. It is spelled w-h-o. Who is wearing sneakers today?*
- Repeat to introduce *no, look, and are*.
- Have children make up sentences using the words. Provide sentence starters such as *Who likes to ____?* or *There are no ____*. Write the completed sentences on the board.

CORRECTIVE FEEDBACK

Point to, say, and spell *who*. *This word is who. Point to the word and say it with me: who. It is spelled w-h-o. Spell it with me. What word did you spell?*

Quick Check

Can children read *who, no, look, and are*?
If not, use the Additional Instruction on pp. 96–99.

► Oral Vocabulary: Words About Seeing

Objective Develop oral vocabulary

- **Define** Talk about the words *look* and *see* as words that tell what you do with your eyes. Introduce words that describe what you do with your eyes, such as *observe* and *watch*.
- **Example** Use each word in a sentence. *I look out the window and see a tree.*
- **Ask** Have children *look* out the window. Ask them to tell you about something they can *observe* or *watch* from the classroom window.

► Build Fluency: Word Automaticity

Objective Improve word accuracy

Display **Reading Triumphs** page 90. Read each word in “Working with Words,” blending the sounds or saying the words as you read. Have children blend or say each word after you.

Time to Read

► Read “Ken Gets a Pet”

Objective Read words in connected text

- Have children read aloud “Words to Know.”
- **Choral Reading** Read the story together.
- **Independent Reading** Have children whisper-read the story independently. Listen while children read, offering guidance as necessary.
- **Partner Reading** Finally, ask children to partner-read “Ken Gets a Pet.”

► Write

Objective Write letters, words, and a sentence

- Use the **Sound-Spelling WorkBoards**. Say each sound one at a time: /e/, /w/, /v/, /t/, /b/, /d/, /a/, /o/. Have children write each letter. Say each word: *wet, vet, bed, bad, dot*. Have children write each word.
- Have children write about Ken’s pet. Provide the sentence starter *Ken’s pet is ____*.

ELL Write each word, blending the sounds to form the word. Then share the pen with children, having them write the letters that they know. For more support, see pages T6–T7.

See the Grammar and Writing lessons on pages 94–95.



Reading Triumphs

Materials

- Reading Triumphs pp. 90; 92–97
- Practice Book p. 76
- Sound-Spelling WorkBoards
- Large Letter Cards: *b, d, e, g, j, l, m, n, p, t, v, w*
- Letter Tiles
- Word Cards: *are, look, no, who*

- hand puppet
- markers or counters

Online Resources

- **IWB** Interactive White Board Comprehension Lessons
- Graphic Organizer: Retelling Chart

Working with Words

Phonemic Awareness

Objective Identify phonemes in isolation

Read aloud the following rhyme. Then reread it and invite children to chime in with you:

Ben has a pet.
He keeps it nice and wet.
“Good,” said the vet.
“Fish should get very wet!”

I Do Listen as the puppet says each word slowly. All the words have the /e/ sound in the middle.

pet wet vet Ben get

We Do ■ Ask children to say each word after you, stretching the sounds: *pet, wet, vet, Ben, get*.

- Listen as I say the sounds in each word: /peeet/, *pet*; /wwweeet/, *wet*; /vvveet/, *vet*; /beeennn/, *Ben*; /geeeet/, *get*. What sound do you hear in the middle of each word? Let’s say it: /e/.

You Do ■ Tell children that you will say three words. Ask children to listen for words with /e/ and say them after you. Say: *bed, bat, well*.

- Which words have the /e/ sound?
- Repeat with *wet, win, get* and *red, Ben, ran*.

CORRECTIVE FEEDBACK

Using the sound boxes on the **Sound-Spelling WorkBoards**, model how to isolate the sounds in *vet*. Stretch the sounds as you drag one marker onto each box. Have children repeat. Continue with *pen* and *bed*.

Quick Check

Do children recognize /e/? If not, use the Additional Instruction on pp. 96–99.

Phonics

Objective Blend words with /e/e

Review Show each of the following **Large Letter Cards** as children say each sound: *b, d, e, g, j, l, m, n, p, t, v, w*. Mix the cards and repeat.

I Do ■ Use **Letter Cards** or **Letter Tiles** *p, e, t*.

- Model blending.
- The letter *p* stands for the sound /p/. The letter *e* stands for the sound /e/. The letter *t* stands for the sound /t/. Listen as I blend all three sounds together: /peeet/, *pet*.
- Repeat with *wet, get*, and *bed*.

We Do ■ Blend *pet*: /peeet/. Blend it with me.

- Let’s change the *p* in *pet* to *w*. What word did we make? Let’s blend the sounds together.
- Repeat to build and blend *net, vet*, and *let*.

You Do ■ Guide children to change the *l* in *let* to *j*. What did you make? What sound changed to make the word *jet*?

- Continue to have children build and blend words. Change one letter at a time to make these words:

bet met men pen peg beg

See **Practice Book** page 76.

ELL Make the /e/ sound and point out correct mouth position. Have children repeat. Then, as children practice words in this lesson with /e/e, review the meanings of words that can be demonstrated in a concrete way. For example, point to a picture of a vet. Provide sentence frames such as *Maria took the sick cat to the ____ for children to complete*. Allow children time to respond. For more support, see pages T6–T7.

See the More Word Work lessons on page 94.

Words to Know

► High-Frequency Words: *who, no, look, are*

Objective Read high-frequency words

- Hold up the **Word Cards** one at a time: *who, no, look, are*. Have children **read, spell, and write** each word.
- Then ask children to call out each word as you point to the card. Repeat in random order at varying speeds.

CORRECTIVE FEEDBACK

Point to, say, and spell *no*. *This word is no. Point to the word and say it with me: no. It is spelled n-o. Spell it with me. What word did you spell? What is the first sound in no? What is the first letter?*

Quick Check

Can children read *who, no, look, and are*?
If not, use the Additional Instruction on pp. 96–99.

► Oral Vocabulary: Words About Seeing

Objective Develop oral vocabulary

- Ask children to look at a specific area in the classroom, such as at your desk or at the board. Then ask them to tell you what they observe.
- **Define** Tell children that to *observe* is to look at something.
- **Example** Use *observe* in a sentence: *I can observe you during school time.*
- **Ask** *What is something you might observe on your way to school? What are some things that you observe right now?*

► Build Fluency: Word Automaticity

Objective Improve word accuracy

Display page 90 of **Reading Triumphs**. Read each word in “Working with Words,” blending the sounds or saying the words as you read. Have children blend or say each word after you. Then say the words in random order. Have children point to the word you say.

Time to Read

► Read “Jen Helps Rex”

Objective Summarize: Retell

Before Reading Display the title page and read the title aloud. Ask children what they think the story will be about. *Have you ever been to a vet’s office?*

- Have children set a purpose for reading: *How will Jen help Rex?*
- Have children read “Words to Know.”

During Reading Read the story together. Use a Retelling Chart to record story events as you read. Guide children in a choral reading. Pause after each spread to check children’s comprehension. After page 93, ask: *What can Jen do?* After page 95, ask: *Why does Ben bring Rex to the vet?*

After Reading Explain to children that retelling a story can help children to understand and remember it. *When we retell, we use the words in the story to tell what happened in the beginning, the middle, and the end of the story.* Model retelling the story. *In the beginning of “Jen Helps Rex,” we learned that Jen was a vet who helps pets. In the middle, Ben took Rex to the vet because Rex had a bad leg. In the end, Jen fixed Rex.*

IWB **Online Comprehension Lessons:** Retell/ Summarize

► Comprehension Check: **Text Evidence**

Display page 97. Guide children to retell the story. Have them use the evidence in the text and the illustrations to answer the **Think About It** questions.

► Write

Objective Write letters, words, and a sentence

- Use the **Sound-Spelling WorkBoards**. Say each sound, one at a time: /e/, /p/, /t/, /v/, /n/. Have children write each letter. Say each word: *pet, vet, pen*. Have children write each word.
- Have children write a sentence about Rex.

See the Grammar and Writing lessons on pages 94–95.



Reading Triumphs

Materials

- Reading Triumphs pp. 90; 98–103
- Practice Book pp. 77–78
- Sound-Spelling WorkBoards
- Large Letter Cards: *d, e, k, l, n, o, p, s*
- Large Sound-Spelling Card: *Egg*
- Photo Cards: *fan, jet, net, pen, top, web*
- Word Cards: *are, look, no, who*

- hand puppet
- markers or counters
- pocket chart

Online Resources

- **IWB** Interactive White Board Comprehension Lessons
- Graphic Organizer: Retelling Chart

Working with Words

► Phonemic Awareness

Objective Segment phonemes

Read aloud the following rhyme. Then read it again and invite children to chime in with you:

Ring the bell! Shout and yell!
Ten men fell into the well.
Ring the bell! Yell and shout!
All the men climbed right back out.

- I Do** ■ Listen as the puppet says each sound in a word: *bell, /b/ /e/ /l/; yell, /y/ /e/ /l/; ten, /t/ /e/ /n/; men, /m/ /e/ /n/.*

- Point out the middle /e/ sound in each word.

- We Do** ■ Place markers in the sound boxes on the **Sound-Spelling WorkBoard** for *bell*. Say *bell* with me. There are three markers to stand for three sounds: /b/ /e/ /l/. Listen as I say each sound: /b/ /eee/ /lll/, *bell*. Let's say the sounds in *bell* again.

- Repeat with *well, fell, and men*.

- You Do** ■ Have children place markers in the sound boxes for the sounds in the words *yell* and *men*, placing one marker as they say each sound.
- Have children repeat to segment other short e words, such as *let, jet, hen, and bed*.

CORRECTIVE FEEDBACK

Listen as I say this word: *ten*. Now listen as I say each sound in *ten*: /t/ /e/ /n/. What sound do you hear in the middle of *ten*? Let's say this sound together: /e/. Repeat with *pet, men, vet, and set*.

Quick Check

Can children segment phonemes? If not, use Additional Instruction on pp. 96–99.

► Phonics

Objective Blend words with /e/e

Review Show each of the following **Large Letter Cards** and pairs as children say the sound or sounds: *e, o, pl, sl, nd, nk*. Mix the cards and repeat.

- I Do** ■ Display the *Egg* **Sound-Spelling Card**.
- The name of this letter is *e*. The letter *e* can stand for the short *e* sound: /e/, as in the beginning sound in *egg*. This is also the sound in the middle of *bell*: /beeelll/, *bell*.
- Write the word *bell* on the board. Draw a line under the letter *e* as you say the sound /e/.
- Repeat with *yell, ten, and vet; men, send, and hen*.

- We Do** ■ Display **Photo Cards** *net, pen, and top*.
- Let's name each picture: *net, pen, top*. Which picture names have the /e/ sound?
- Write *net* and *pen* on the board.
- Listen as I say the word *net*: /n/ /e/ /t/. I hear /e/ in the middle of *net*.
- Let's say *pen*: /p/ /e/ /n/. Where is the /e/ sound?
- Repeat with *web, jet, and fan*.

- You Do** Have children write the letter *e* on the **Sound-Spelling WorkBoards** when you say a word with the short *e* sound. Say these words one at a time: *wet, ten, hat, fell, pot, red, six, and mess*.

CORRECTIVE FEEDBACK

Model blending *men*. Write *m*. Have children say /m/. Write *e*. Have children say /e/, then blend /mmeee/. Write *n*. Have children say /n/, then blend /mmmeennn/. Repeat with *den, get, and bed*.

Quick Check

Can children blend words with /e/e? If not, use the Additional Instruction on pp. 96–99.

Words to Know

► High-Frequency Words: *who, no, look, are*

Objective Read high-frequency words

- Display the **Word Cards** *who, no, look, and are* in the pocket chart.
- Say the word *who*. Have children point to and spell the word aloud.
- Follow the same steps to review *no, look, and are*.

See **Practice Book** page 77.

► Oral Vocabulary: Words About Seeing

Objective Develop oral vocabulary

- **Discuss** Remind children that *look, see, observe,* and *watch* tell about things we do with our eyes.
I like to observe animals in the park.
- **Connect** Ask children to point to objects as they complete these sentences: *I can look at a _____. I see a _____. I observe a _____. I watch a _____.*

► Build Fluency: Word Automaticity

Objective Improve word accuracy

- Display page 90 of **Reading Triumphs**. Read each word in “Working with Words,” blending the sounds or saying the words as you read. Have children blend or say each word after you.
- **Reread** Have children **reread** the previous story from **Reading Triumphs**. Circulate and listen in.

Time to Read

► Read “On the Bed”

Objective Summarize: Retell

Before Reading Preview the story by reading aloud the title. *What animals do you see?*

- Help children set a purpose for reading: *What do you think the animals are going to do?*

During Reading Read the story together. Use a Retelling Chart to help children record and organize the story events. After page 99, ask: *How many animals get on the bed?* After page 101: *What*

animals want to get on the bed? After page 102: *What happens when Jen and Ben get on the bed?*

- **Independent Reading** Have children whisper-read the story.

See **Practice Book** page 78.

After Reading Remind children that they can retell a story by telling the most important events in the beginning, the middle, and the end. Display pages 98 to 102 of **Reading Triumphs** as you model retelling the story. *In the beginning, Ned and Ted got on the bed. In the middle, Dan and Nan got on the bed. In the end, the bed fell down.*

IWB **Online Comprehension Lessons:** Retell/ Summarize

► Comprehension Check: Text Evidence

Display page 103. Guide children to retell the story. Have them use the evidence in the text and the illustrations to answer the **Think About It** questions.

- **ELL** Provide sentence starters to help children retell each event in “On the Bed”: *First _____ and _____ get on the bed.* For more support, see pages T6 and T7.

CORRECTIVE FEEDBACK

Display “On the Bed” and model retelling the story. Read each page and then retell what has happened. Then, guide children to retell a page by asking questions: *Who got on the bed now?*

Quick Check

Can children retell the story? If not, use the Additional Instruction on pp. 96–99.

► Write

Objective Write letters, words, and a sentence

- Use the **Sound-Spelling WorkBoards**. Say each sound: /b/, /e/, /d/, /t/, /n/, /r/. Have children write the letters. Have children write: *bed, ten, red.*
- Have children write a sentence about the story.

See the Grammar and Writing lessons on pages 94–95.



Reading Triumphs

Materials

- Reading Triumphs pp. 90; 92–96; 98–102
- Large Letter Cards: *a, b, d, e, f, g, i, k, l, m, N, n, o, p, r, s, T, t, w*
- Letter Tiles
- Word Cards: *are, look, no, who*
- Sound-Spelling WorkBoards

- hand puppet

Online Resources

- Graphic Organizer: Retelling Chart

Working with Words

► Phonemic Awareness

Objective Identify phonemes in isolation

Read aloud the following rhyme. Then reread it and invite children to chime in with you:

Ring the bell! Shout and yell!
Ten men fell into the well.
Ring the bell! Yell and shout!
All the men climbed right back out.

- I Do**
- Use the puppet to model how to isolate sounds.
 - Listen as the puppet slowly says *bell, yell, ten, men, fell, and well*. Listen to the /e/ sound in the middle of each word.

- We Do**
- Ask children to say each word slowly after you: *bell, yell, ten, men, fell, well*.
 - What sound do you hear in the middle of each word? Do you hear the /e/ sound?
 - Repeat this procedure for *yell, ten, and men*.

- You Do**
- Tell children that you will say three words. Ask children to listen for the words with the /e/ sound. Say these words: *bed, bat, men*.
 - Which words have the /e/ sound?
 - Repeat with *net, red, nut* and *sell, sat, ten*.

- ELL** Make the /e/ sound and point out correct mouth position. Have children repeat. Do the same for the /a/ sound. Then have children practice saying minimal contrast word pairs, such as *met/mat, bed/bad, pen/pan*. For more support, see pages T6–T7.

► Phonics

Objective Blend words with short /e/e

Review Show each of the following **Large Letter Cards** as children say the sound: *a, o, i, e, t, d, r, f, k*. Mix the cards and repeat.

- I Do**
- Use **Letter Cards** or **Letter Tiles** *T, e, d*. Model blending.
 - The letter *T* stands for /t/. The letter *e* stands for /e/. The letter *d* stands for /d/. Listen as I blend these sounds together: /teed/, *Ted*. Say it with me: *Ted*.
 - Repeat with *led, net, and Ned*.

- We Do**
- Let's change the *N* in *Ned* to *r*. What word did we make? Let's blend the sounds: /rreeed/, *red*.
 - Now let's change the *r* in *red* to *f*. What word did we make? Let's blend the sounds: /fffeed/, *fed*.

- You Do**
- Guide children to change the *f* in *fed* to *b*. What word did you make? Blend the sounds in this word.
 - Now change the *d* in *bed* to *g*. What word did you make? Blend the sounds in this word.
 - Change the *b* in *beg* to *l*. Have children continue to change letters to make *let, met, and men*.

See the More Word Work lessons on page 94.

CORRECTIVE FEEDBACK

Give three children **Letter Cards** *p, e, g*. Model blending *peg*. Have the child with **Letter Card** *p* say /p/ and write *p*. Have other children say /p/. Repeat for *e* and *g*, blending /peee/ and then /peeeeg/. Continue the procedure with *wet, red, and get*.

Quick Check

Can children blend sounds in words with /e/e? If not, use the Additional Instruction on pp. 96–99.

Words to Know

► High-Frequency Words: *who, no, look, are*

Objective Read high-frequency words

- Place **Word Cards** *who, no, look, are* facedown.
- Tell children that you will turn over the **Word Cards** one at a time for them to read.
- Turn over the cards one at a time. Ask children to chorally call out each word.
- Mix and repeat.

CORRECTIVE FEEDBACK

Point to, say, and spell *look*. This word is *look*. Point to the word and say it with me: *look*. It is spelled /-o-o-k. Spell it with me. What word did you spell? Let's use it in a sentence to tell about something you see.

Quick Check

Can children read *who, no, look, and are*? If not, use the Additional Instruction on pp. 96–99.

► Oral Vocabulary: Words About Seeing

Objective Develop oral vocabulary

- **Confirm** Remind children that *look, see, observe,* and *watch* are words that tell what we do with our eyes.
- **Discuss** Talk about other words that have to do with looking, such as *view* and *notice*.
- **Connect** Have children pantomime these words.

For Additional Instruction, see pages 96–99.

► Build Fluency: Word Automaticity

Objective Improve word accuracy

- Display page 90 of **Reading Triumphs**. Read each word in “Working with Words,” blending the sounds or saying the words as you read. Have children blend or say each word after you.
- **Reread** Have children **reread** the previous story from **Reading Triumphs**. Circulate and listen in.

Time to Read

► Read “Jen Helps Rex” and “On the Bed”

Objective Summarize: Retell

Before Reading Remind children that retelling the events in a story in the order in which they occur can help them to better understand the story. Tell children that they will reread “Jen Helps Rex” and “On the Bed.” As they read, children should listen for the words that tell the important events in the beginning, the middle, and the end of each story.

During Reading Read “Jen Helps Rex” together. Pause after each spread and guide children to retell the important events that have happened in the story. Then model retelling the story.

- Read “On the Bed” together. Pause after each spread and have children retell the events.
- Have children use a Retelling Chart to record the important events in the beginning, middle, and end of the story.
- **Partner Reading** Have partners read one of the stories together. Guide them to retell the story to each other.

After Reading Point out that both “Jen Helps Rex” and “On the Bed” have a beginning, a middle, and an end. Discuss how retelling the events in each story helped children to better understand them.

► Build Fluency: Connected Text

Objective Model fluency

Echo-Read Read each story one page at a time and ask children to read each page after you. Have them read at the same speed and with the same expression that you use. Model as needed.

► Write

Objective Write letters, words, and sentences

- Use the **Sound-Spelling WorkBoards**. Say each sound: /e/, /o/, /a/, /i/, /b/, /d/, /p/, /t/, /n/. Have children write each letter. Have children write each word: *bed, pet, pot, pit, pat, ten*.
- Ask children to write simple sentences about “On the Bed.”

See the Writing lessons on page 95.



Reading Triumphs

Materials

- Reading Triumphs pp. 92–96; 98–102
- Take-Home Book; Practice Book pp. 79–80
- Listening Library
- Assessment Book
- Photo Cards: *fan, hat, jet, map, net, pen, vest, web*
- Large Letter Cards: *b, e, g, h, j, m, n, p, s, t, v, w*
- Letter Tiles
- **Online Resources**
- Bibliography

Working with Words

► Phonemic Awareness

Objective Review phonemes

- I Do**
- Listen as I say a word in parts: /p/ /e/ /t/. I can blend these sounds: /peeet/. Say it with me: *pet*.
 - The sound in the middle of *pet* is /e/.
 - Repeat this procedure with *wet, ten, and fell*.
- We Do**
- Invite children to sit in a circle.
 - Hold up **Photo Card** *net*. Have children segment and blend the word *net* with you: /n/ /e/ /t/, /nnneet/, *net*.
 - Give a child **Photo Card** *net*. Ask that child to say *net* and another word with the /e/ sound, such as *pen*.
 - Ask children to segment and blend that word with you: /p/ /e/ /n/, /peeennn/, *pen*.
- You Do**
- Give another child **Photo Card** *net*. Ask the child to name the picture, then offer another word with the /e/ sound.
 - Ask children to chorally segment and blend that word if it has the /e/ sound. Offer children guidance as needed.
 - Continue the activity until each child in the circle has had a turn to hold **Photo Card** *net* and offer a word with the /e/ sound.

► Phonics

Objective Review blending short e words

- I Do**
- Use **Letter Cards** or **Letter Tiles** *j, e, t*.
 - Listen as I blend these letters: /jeeet/, *jet*.
 - Repeat with the initial letters *g, p, and n*. Build and blend the words *get, pet, and pen*.
- We Do**
- Display **Photo Card** *net*.
 - Rearrange the letters to build *net*.
 - Let's blend the sounds together: /nnneet/, *net*.
 - Repeat to build and blend *met, men, and hen*.
- You Do**
- Mix the following **Photo Cards** and place them facedown on the floor: *jet, net, pen, web, vest, fan, hat, map*.
 - Have children take turns turning over a card and saying the picture name. As a group, have children decide if the word has the /e/ sound.
 - If so, guide children to use **Letter Cards** or **Letter Tiles** to spell the picture name.
 - Help children to blend the word.
 - Repeat the routine, having children return the cards facedown on the floor after each turn.

Words to Know

► High-Frequency Words: *who, no, look, are*

Objective Review high-frequency words

- Say each high-frequency word, one at a time: *who, no, look, are*.
- Have children spell and write each word.
- Have children write a sentence using at least one of the high-frequency words.
- Have partners share their sentences and then read each other's sentence aloud.

ELL Model using each word in a sentence. For more support, see pages T6 and T7.

Time to Read

► Read Take-Home Book

Objective Review summarize: Retell

- Reread and review "Jen Helps Rex" and "On the Bed" using the **Listening Library** audio selection. Then read the **Take-Home Book** story together with children.
- Have children whisper-read the **Take-Home Book** story independently. Listen while children read, offering guidance as necessary.
- Ask children to think about how they would retell the story to a family member.

See **Practice Book** pages 79–80.

► After Reading

Working in pairs, have partners take turns retelling "Jen Helps Rex," "On the Bed," and the **Take-Home Book** story. Have partners ask each other questions:

- What event happened in the beginning of the story? The middle of the story? The end?
- Who are the main characters?

CORRECTIVE FEEDBACK

Display "Jen Helps Rex" and guide children to retell each page by asking questions. For example: *Where are Ben and Rex? What is wrong with Rex?*

Quick Check

Can children retell a story? If not, use the **Additional Instruction** on pp. 96–99.

► Build Fluency: Connected Text

Objective Increase reading speed

- Review the **Take-Home Book** story with children and talk about the length of the sentences and the punctuation at the end of them. Have pairs of children take turns reading aloud the story to each other.
- Guide children to read the story aloud, being aware of where each sentence pauses and stops, as punctuation dictates.

► Writing

Objective Write short sentences about the story

- Have children write summary sentences about the **Take-Home Book** story in their Writer's Notebooks.
- Encourage children to write high-frequency words and words with /e/.
- Have children take turns reading their sentences aloud.

See the Writing lessons on page 95.

Invite children to read the **Take-Home Book** story to their family and friends.

► Self-Selected Reading

Objective Read independently

- Have children select books to read on their own. See the Online Bibliography for suggested titles.

Weekly Assessment

Have children complete the Mid-Unit Assessment on **Assessment Book** pages 92–97.

Fluency Use the passage on **Assessment Book** pages 38–39.

Lesson 6

Grammar
Plural Nouns with -s

Writing
Shared Writing

Lesson 7

More Word Work
Word Families

Grammar
Plural Nouns with -es

Writing
Interactive Writing

Lesson 8

Grammar
Mechanics

Writing
Trait: Organization
Independent Writing:
Focus and Plan,
Prewrite and Draft

Lesson 9

More Word Work
Word Sort

Writing
Independent Writing:
Revise and Edit

Lesson 10

Writing
Independent Writing:
Publish and Present

More Word Work

Materials

- large index cards with *beg, den, hen, let, peg, pet, set, ten* and **spelling words** *get, leg, men*
- pocket chart

► Word Families: -eg, -en, -et

Objective Blend words in word families

- Write these words in a column on the board: *leg, beg, peg*. Point to the letters as you say the sounds and read each word. Have children repeat.
- I notice that each word has *e* in the middle and *g* at the end. Listen to the sounds: /eeeg/.
- Write these words in another column: *men, hen, den*. Point to the letters in each word, say the sounds, and read each word. Have children repeat.
- What do you notice about these words? Yes, they have *e* in the middle and *n* at the end. Listen to the sounds: /eeennn/. Say the words with me.
- Repeat with *let, get, pet*. Then have children chorally read the words in each column.

► Word Sort: -eg, -en, -et

Objective Sort words in word families

- Place the cards for the words *peg, den, and pet* in three columns in the pocket chart. Point to the letters as you say the sounds and read each word.
- Hold up the card for the word *leg*. Say the sounds and read the word. Model placing the card for *leg* under *peg*.
- Repeat for other cards, having children sort them. Then have them chorally read all of the words.

Grammar

► Plural Nouns

Objective Understand plural nouns

- Remind children that *nouns* are words that name people, places, or things.

Plural Nouns with -s

- Tell children that some nouns name more than one person, place, or thing. These nouns are called *plural nouns*. Explain that you usually make a noun plural by adding -s.
- Write the following words: *bed, beds*. Explain that the word *bed* names one bed. It is a singular noun. Underline the -s in *beds*. Point out that the word *beds* names more than one bed. It is a plural noun. Read each word aloud. Have children repeat.
- Write and read the word *egg*. Then add -s to the end. Tell children that the letter -s makes the /z/ sound at the end of some words. Listen as I blend the sounds and say the word: /e/ /g/ /z/, *eggs*. In this word the letter -s makes the /z/ sound.
- Help children make the plural form of the following words: *pen, pet, cat, fan*.

Plural Nouns with -es

- Tell children that if a noun ends in -ch, -sh, -x, -z, or -ss, you must add -es to make it plural.
- Write the word *fox*, and blend the word. Then add -es at the end. Listen as I say the sounds in the word: /f/ /o/ /ks/ /əz/. In the word *foxes* the -es is said as another word part.
- Write the following words: *benches, wishes, fizzes*, and *messes*. Underline the -es in each word and explain that they are plural nouns. Read each word aloud. Have children repeat.
- Write these nouns: *box, net, dish, mat, dress*. Read the words aloud. Help children add -s or -es to the end of each and say the plural forms aloud.

► Mechanics: Capitalization and Question Marks

- Write and read aloud: *Did Ed sit on the bed?* Point out that a sentence always begins with a capital letter. Remind children that a question is a kind of sentence that asks something, and it ends with a question mark. Ask, *What is this question asking?*
- Write this question: *What day is today?* Answer the question by writing: *Today is [day of week].*
- Point out that a question asks something, whereas a statement states something. Remind children that a sentence, whether a question or a statement, always begins with a capital letter.
- Have children write a question, capitalizing the first word and using a question mark at the end.

Writing

How-To Sentences

Objective Compose how-to sentences

► Shared Writing

- Discuss with children how Jen helps in the story “Jen Helps Rex.” Tell children that they will be writing sentences about how to do something.
- Ask about ways that children help out at home. Record children’s responses. Explain that if they were to tell someone about how to help out at home, they could write a how-to sentence.
- Use children’s suggestions to write sample how-to sentences: *Put toys away after playing.*
- Point out any plural nouns children have used.

► Interactive Writing

- Ask children about how they help out at home. Brainstorm examples of different chores or responsibilities, and record children’s responses.
- Pick one idea to write about, such as different ways we can help set the table.
- Model how-to sentences by writing one of the suggestions: *Set glasses on the table.*
- Have children use the class list to create a how-to sentence about setting the table.
- Once a sentence is generated, repeat it several times for children. Have children share the pen to help write words or add a punctuation mark. Repeat with more sentences.

► Writing Trait: Organization

- Explain to children that good writers focus and organize their writing in a way that makes sense.
- If children are going to write sentences about how to clean their rooms, they need to tell about picking up clothes off the floor before telling about placing clothes in a hamper.
- Write the two steps in order:
 1. Pick up clothes off the floor.
 2. Put clothes in the hamper.

► Independent Writing

Focus and Plan

- Ask children to think about a way they help out at home. Have them discuss the things they can do.

Prewrite and Draft

- Ask children to draw a picture of each step of an activity they do to help out. Have them think of the best order in which to do the activity. For example, do they pick up their clothes off the floor, and then put them in the hamper? Have them write a number by each step.
- Have children draft how-to sentences about a way they can help out at home.
- Remind children to order the sentences so that the reader can understand the activity.

Revise and Edit

- Ask children to check the sentences they wrote about helping out. Have them decide if they are in an order that makes sense.
- Have children work with a partner and read each other’s sentences. *Do you understand the activity your partner wrote about?*
- Have children check that the sentences all begin with a capital letter and end with the correct punctuation mark.

ELL Have children tell how they help out at home. Write: *First, I _____. Then, I _____. Guide children in filling in the sentence frames.*

Publish and Present

- Have partners take turns reading their how-to sentences to the class.
- Create a class Helping Out book.



Assessment Book

Choose from the Additional Instruction for children who need more support. Use Mid-Unit Assessment to check children's progress.

Working with Words

Materials

- Reading Triumphs pp. 76; 90
- Sound-Spelling Cards: *Egg, Octopus*
- Sound-Spelling WorkBoards
- Letter Tiles
- Large Letter Cards: *a–z*
- hand puppet
- markers or counters

Online Resources

- **IWB** Interactive White Board Phonics Lessons

► Phonemic Awareness

Objective Isolate and blend phonemes

Review Phonemes Display the *Octopus Sound-Spelling Card*. Listen to the sound at the beginning of the word *octopus*. *Octopus* begins with the /o/ sound. Say the sound with me: /o/. This is the short o sound. Then review /o/ in the medial position. The short o sound is also in the middle of *mop*: /mmmooop/, *mop*. Say the sound with me: /o/. Say the word with me: /mmmooop/, *mop*.

- For lessons 6–10, repeat the above routine for the short e sound using the *Egg Sound-Spelling Card*. Then review the /e/ sound in the medial position using the word *pen*.

Blend Phonemes Tell children to listen as the puppet strings sounds together to form a word: /o/ /ks/, /ooksss/, *ox*. Have children repeat: /o/ /ks/, /ooksss/, *ox*. Point out that *ox* begins with /o/.

- Let's say another word. Listen for /o/ at the beginning of the word: /o/ /d/, /ood/, *odd*.
- Tell children to listen as the puppet strings sounds together to form a word: /m/ /o/ /p/,

/mmmooop/, *mop*. Have children repeat: /m/ /o/ /p/, /mmmooop/, *mop*. Point out that *mop* has the short o sound, /o/, in the middle.

- Let's say more words. Listen for /o/ in the middle of each word: /n/ /o/ /t/, /nnnoot/, *not*; /p/ /o/ /t/, /pooot/, *pot*; /s/ /l/ /o/ /t/, /ssllloot/, *slot*.
- Model placing markers in the sound boxes on the **Sound-Spelling WorkBoards**. I will place one marker in a box for each sound I make: /h/ /o/ /p/. Now I will point to a marker as I say each sound and string the sounds together: /hooop/, *hop*.
- Have children take turns placing markers in the sound boxes as they blend words: *mop*, *top*, *pot*, *hot*.
- For lessons 6–10, repeat the above routine for short e using the words *egg*, *exit*, *bell*, *sled*, *let*, *get*.

Segment Phonemes Tell children to listen as the puppet slowly says these words: *hop*, *pot*, *mop*. The puppet will say the words again. Listen for the /o/ sound in the middle of each word: /hooop/, /pooot/, /mmmooop/. Have children repeat the sounds and say each word.

- Repeat each of these words slowly after me: *dot*, *log*, *hop*, *sock*, *not*, *block*. What sound do you hear in the middle of each word? Each word has /o/ in the middle. Let's say the words again: *dot*, *log*, *hop*, *sock*, *not*, *block*.
- Place three markers in the sound boxes on the **Sound-Spelling WorkBoard**. Listen to the word: *pot*. The word has three sounds. Each marker stands for one sound. What sound do you hear in the middle of the word *pot*? The word *pot* has /o/ in the middle. Which marker stands for the /o/ sound? Yes, the middle marker stands for /o/.
- Place three markers in the sound boxes on the **Sound-Spelling WorkBoard**. Listen to the word: *mop*. What sound do you hear in the middle of *mop*? (/o/) Which marker stands for the /o/ sound? (the middle marker) How many sounds are in the word *mop*? (three) Repeat with *dot*, *lot*, *rock*, *log*, *clock*.
- Have children take turns placing markers in the sound boxes and pointing to the marker that stands for /o/ in the words *mop*, *top*, *pot*, *hot*, *lock*.
- For lessons 6–10, repeat the above routine for short e using the words *egg*, *exit*, *bell*, *sled*, *let*, *get*.

► Phonics

Objective Decode words with /o/o/, /e/e/

Review Letter/Sound Correspondence Display the *Octopus Sound-Spelling Card*. The letter *o* can stand for the short *o* sound /o/, as in the beginning of *octopus*. This is also the sound in the middle of *mop*: /mmmooop/, *mop*. Write the word *mop*. Draw a line under the letter *o* as you say the sound /o/.

- For lessons 6–10, repeat the above routine for the short *e* sound using the *Egg Sound-Spelling Card*. Then review the /e/ sound in the medial position using the above routine with the word *pen*.

Blend Words Use the **Letter Tiles** to model blending words. Place **Letter Tiles** *m*, *o*, *p* in the sound boxes on the **Sound-Spelling WorkBoard**.

- The letter *m* stands for the sound /m/. The letter *o* stands for the sound /o/. The letter *p* stands for the sound /p/. Listen as I blend all three sounds together: /mmmooop/, *mop*.
- Place **Letter Tiles** *t*, *o*, *p* in the sound boxes on the **Sound-Spelling WorkBoard**. What sound does the letter *t* stand for? Yes, it stands for /t/. What sound does the letter *o* stand for? Yes, it stands for /o/. What sound does the letter *p* stand for? Yes, it stands for /p/. Let's blend all three sounds together: /tooop/, *top*.
- Repeat the above routine with the words *lot*, *pot*, *dot*, *sock*, *clock*.
- Have children take turns placing **Letter Tiles** in the sound boxes and blending sounds to form words.
- For lessons 6–10, repeat the above routine for short *e* using the words *egg*, *exit*, *bell*, *sled*, *let*, *get*, *deck*, *went*.

Build Words Use the **Letter Tiles** to model building words. Place **Letter Tiles** *m*, *o*, *p* in the sound boxes on the **Sound-Spelling WorkBoard**. Guide children to blend the sounds: /m/, /o/, /p/, /mmmooop/, *mop*.

- Let's change the *m* in *mop* to *t*. What word did we make? The letter *t* stands for the sound /t/. The letter *o* stands for the sound /o/. The letter *p* stands for the sound /p/. Listen as I blend all three

of the sounds together: /tooop/, *top*. We made the word *top*.

- Change the letter *t* in *top* to *p*. What word did we make? Blend the sounds with me: /p/ /o/ /p/, /pooop/, *pop*. We made the word *pop*.
- Let's change the second *p* in *pop* to *t*. Let's read the word: *pot*. Continue changing one letter at a time to make the following words: *pot*, *hot*, *not*, *cot*, *tot*, *rot*, *jot*, *job*, *sob*.
- Have children take turns changing one **Letter Tile** at a time to make a new word.
- Write the words you made, saying each sound and the letter that stands for it. Then guide children in blending and building each word: *mop*, *top*, *pop*, *pot*, *hot*, *not*, *cot*, *tot*, *rot*, *jot*, *job*, *sob*.
- For lessons 6–10, repeat the above routine for short *e* using the words *wet*, *jet*, *pet*, *pen*, *ten*, *hen*, *men*, *met*, *get*, *set*, *bet*, *bed*, *red*, *fed*, *fell*, *bell*, *bent*.

Fluency: Letter Naming Tell children that you will hold up **Large Letter Cards**. They should name each letter. Hold up the **Letter Card** for each letter of the alphabet one at a time, in random order.

Fluency: Letter/Sound Correspondence Tell children that you will hold up **Letter Cards**. They should say the sounds that the letters stand for. Hold up the **Letter Card** for each letter of the alphabet one at a time, in random order.

Fluency: Word Automaticity Display page 76 of **Reading Triumphs**. Read each word in "Phonics," blending the sounds and then saying the words as you read. Have children blend sounds and say the word after you.

- For lessons 6–10, repeat the above routine using page 90 of **Reading Triumphs**.

ELL As children practice the words in the lesson, review the meaning of the words that can be demonstrated in a concrete way. For more support, see pages T6–T7.

IWB For additional blending, word building, and fluency activities, use **Online Phonics Lessons: Short o, Short e**.

Words to Know

Materials

- Reading Triumphs, pp. 76, 77; 90, 91
- Word Cards: *are, her, look, my, no, see, they, who*
- Sound-Spelling WorkBoards
- pocket chart

► High-Frequency Words

Objective Reteach high-frequency words *my, her, see, they* (Lessons 1–5); *who, no, look, are* (Lessons 6–10)

- Display **Word Cards** in the pocket chart.
- **Read, spell, and write** each word and use it in a sentence: *This is the word see. It is spelled s-e-e. See. I can see you.*
- Have children chorally say each word aloud as you point to it. Point to each letter as children chorally spell the word aloud.
- Point out letters and their sounds that children have learned. *The word see begins with the letter s. We know that the letter s stands for the /s/ sound. The word see begins with the /s/ sound.*
- Hold up one **Word Card** at a time. Have children chorally read aloud each word. Have children write each word on their **Sound-Spelling WorkBoards** as they spell it aloud. Guide children to say a sentence using each word.
- Provide sentence starters and frames using the words. For example: *They see a ____; Look at the ____.* *Please give the ____ to her.* Have children take turns orally completing the sentences. Write the sentences as children complete them and then read each sentence aloud. Have children take turns underlining the high-frequency words in the sentences.
- Have partners work together to write sentences using the high-frequency words.

Fluency: Word Automaticity For lessons 1–5, display page 76 of **Reading Triumphs**. Read aloud each word in “Words to Know.” Have children read aloud each word after you.

- For lessons 6–10, repeat the above routine using page 90 of **Reading Triumphs**.

Fluency: Connected Text Display page 77 of **Reading Triumphs**. Read “Jill and Bob” aloud. Have children read the passage after you. Guide children to blend the sounds of decodable words and say each high-frequency word.

- For lessons 6–10, repeat the above routine using “Ken Gets a Pet” on page 91 of **Reading Triumphs**.

► Oral Vocabulary

Objective Develop oral vocabulary

- **Family Words (Lessons 1–5)** Remind children that they have been using words that tell about people in their family. *When we talk about our families, we use the word my. My family lives in a house. We also use the words mom, sibling, parent, and adult. Some of the people in my family are my mom, my dad, and my sister.*
- Have children say sentences naming some of the people in their family.
- Have partners work together to create sentences using the oral vocabulary words *my, mom, sibling, parent, and adult*. Have them repeat their sentences to each other.
- **Words About Seeing (Lessons 6–10)** Remind children that they have been using words that tell about what they can do with their eyes. *We use the words look, see, observe, watch, view, and notice when we talk about what we do with our eyes. When I look out the window, I can see the street.*
- Have children say sentences orally using the words *look, see, observe, and watch*.
- Have partners work together to orally create sentences using the oral vocabulary words *look, see, observe, watch, view, and notice*.

Time to Read

Materials

- Reading Triumphs pp. 84–88, 89; 98–102, 103

Online Resources

- **IWB** Interactive White Board Comprehension Lessons
- Graphic Organizers: Main Idea and Details Chart; Retelling Chart

► Comprehension: Text Evidence

Objective Review comprehension skills

Main Idea and Details (Lessons 1–5) Remind children that nonfiction selections are about real things and events that really happened. Nonfiction selections have details that are all about a main idea. The main idea of a selection is what all of the details have in common.

- Display **Reading Triumphs** page 84. Let's reread "My Mom." As we read, we will list the details on the Main Idea and Details Chart. Then we can think about what all of the details have in common. That will tell us what the main idea is.
- Read pages 84 and 85: What important details did we read on these pages? (We read that some animal moms are big and that some can hop.) Let's add those details to our chart.
- Read pages 86 and 87: What important details did we read on these pages? (We read that some animal moms can go fast and that some can sip.) Let's add those details to our chart.
- Read page 88: What do the details in the selection have in common? (They are all about animal moms and what they can do.) Let's add this main idea to our chart.
- Review Comprehension Check, page 89. 1. What is the story about? (what animal moms can do) 2. What can animal moms do? (They can hold their babies on their laps, hop fast, go fast, and sip.) Add these details to the chart.

Retell (Lessons 6–10) Remind children that when we read a story we can retell the important things that happened in it. Stories have a beginning, a middle, and an end. When we retell a story, we use the words in the story to tell what happened in each part. First, we tell what happened in the beginning of the story. Then we tell what happened in the middle of the story. And then we tell what happened at the end of the story.

- Display **Reading Triumphs** page 98. As we reread "On the Bed," we will record the important events that happen in each part of the story.
- Read pages 98 and 99: What important events happened in the beginning of the story? (Ned and Ted got on the bed.) Let's add those events to our Retelling Chart.
- Read pages 100 and 101: What important events happened in the middle of the story? (Dan and Nan and then Jen and Ben got on the bed.) Let's add those events to our chart.
- Read page 102: What important event happened at the end of the story? (The bed fell!) Let's add this event to our chart.
- Now we can use our Retelling Chart to retell the story. In the beginning, Ned and Ted get on the bed. In the middle, Dan and Nan and then Jen and Ben get on the bed. At the end, the bed falls!
- Review Comprehension Check, page 103. 1. Who got on the bed first? (Ned and Ted) 2. Why did the bed fall down? (There were too many animals on the bed.)

- **ELL** Have children draw three pictures to retell the events of the story. Ask them to describe each event. For more support, see pages T6–T7.

IWB Online Comprehension Lessons: Main Idea and Details; Retell/Summarize.

Self-Selected Reading

Have children select books. Guide them to retell the fiction selections and to state the main idea in the nonfiction selections, telling what the important details have in common.



Reading Triumphs

Materials

- Reading Triumphs pp. 104–105
- Practice Book p. 81
- Sound-Spelling WorkBoards
- Large Letter Cards: *a, b, d, e, i, l, o, p, r, s, t, w*
- Word Cards: *are, for, here, live, look, many, no, who*

- hand puppet
- markers or counters
- pocket chart

Online Resources

- **IWB** Interactive White Board Phonics Lessons

Working with Words

Phonemic Awareness

Objective Blend phonemes

Read aloud the following rhyme. Then reread it and invite children to chime in with you:

Can you help me grab the frog?
It can swim and skip over the log.

- I Do**
- Listen as the puppet says words from the rhyme sound by sound, then strings together these sounds: /g/ /r/ /a/ /b/, /grrraab/, *grab*.

- Repeat with *frog, swim, and skip*.

- We Do**
- Tell children that the words *skip* and *skin* have the /sk/ blend at the beginning.
 - Say *skip* and *skin* aloud again. Let's say these words together: *skip, /s/ /k/ /i/ /p/; skin, /s/ /k/ /i/ /n/*. Listen for the /sk/ sounds.
 - Repeat with other s-blends *swell/swam, spell/spin, sled/slant, snap/sniff* and with r-blends *brick/brim, crib/crop, drip/drink, Frank/frog, trip/track*.

- You Do**
- Model how to place markers in the sound boxes on the **Sound-Spelling WorkBoard** for each sound in the words *spot, slip, trick, and crab*.
 - Ask children to orally blend the phonemes as you point to each marker. Repeat with *trap, spot, drop*.

See **Practice Book** page 81.

CORRECTIVE FEEDBACK

Model blending the word *spot* using onset and rime: /sp/ /ot/. Let's say the word *spot* this way: /sp/ /ot/, *spot*. Now let's blend *spot*: /ssspoooot/, *spot*. Continue with *slap, drank, and frog*.

Quick Check

Can children blend phonemes? If not, use Additional Instruction on pp. 136–139.

Phonics

Objective Blend words with s-blends, r-blends

Review Show each of the following **Large Letter Cards** as children say each sound: *o, i, a, l, p, e, b, s, r*. Mix the cards and repeat.

- I Do**
- Hold up **Letter Cards** *s, w*.
 - The letter *s* stands for the /s/ sound. The *w* stands for /w/. These letters can blend: /sw/ /i/ /m/, *swim*. I hear the /sw/ blend at the beginning of *swim*.
 - Repeat with **Letter Card** pairs *s, l; d, r; t, r* and the words *sled, drag, and trip*.

- We Do**
- Write the words *stop* and *drip* on the board. Draw a line under the *st* and the *dr*. Have children chorally say /st/ and /dr/ as you point to the letters.
 - Listen as I point to the letters and say the sounds in *stop* and *drip*: /st/ /o/ /p/, /dr/ /i/ /p/. I hear the /st/ sounds at the beginning of *stop*. I hear the /dr/ sounds at the beginning of *drip*. Let's say it: /st/ /o/ /p/, /ssstooop/, *stop*; /dr/ /i/ /p/, /drrriip/, *drip*.
 - Repeat with *step, crack, brass, sled, and drill*.

- You Do**
- Guide children to blend *slam, stop, grab, track, and skill*.

IWB Online Phonics Lesson: Two-Letter Consonant Blends

CORRECTIVE FEEDBACK

Write *spin* on the board. Have children circle the *sp* in *spin*. Listen to /sp/: /sp/ /i/ /n/, *spin*. Let's blend *spin*: /ssspiinnn/, *spin*. Repeat with *smell, frizz, grass*.

Quick Check

Can children blend words with s-blends and r-blends? If not, use the Additional Instruction on pp. 136–139.

Words to Know

► Review High-Frequency Words

Objective Read and use previously introduced high-frequency words

- Review high-frequency words introduced in Unit 2, Week 2. *Let's review words we learned before.*
- Hold up **Word Cards** *who, no, look, and are* one at a time. Have children read each word.
- Have children use each word in a sentence.

► High-Frequency Words: *live, many, here, for*

Objective Read high-frequency words

- Display **Word Cards** *live, many, here, and for* in the pocket chart.
- Have children **read, spell, and write** *live*. Point to and say the word *live*. *This is the word live. It is spelled l-i-v-e. I live in a house.*
- Follow the same steps to introduce *many, here, and for*.
- Have children make up sentences using the words. Provide sentence starters such as *I want to have many ____ or Here is my ____*. Write the completed sentences on the board.

CORRECTIVE FEEDBACK

Point to, say, and spell *for*. *This word is for. Point to the word and say it with me: for. It is spelled f-o-r. Spell it with me. What word did you spell? The first sound in for is /f/. The first letter in for is f.*

Quick Check

Can children read *live, many, here, and for*? If not, use the **Additional Instruction** on pp. 136–139.

► Oral Vocabulary: Quantity Words

Objective Develop oral vocabulary

- **Define** Talk about *many* and *few* as words that describe quantity, or the number of things. Introduce similar words such as *some* and *most*.
- **Example** Use each word in a sentence. *I see many children. I only want a few cookies.*
- **Ask** Have children describe the quantity of something in the room using one of the words: *many, few, some, or most*.

► Build Fluency: Word Automaticity

Objective Improve word accuracy

Display **Reading Triumphs** page 104. Read each word in “Working with Words,” blending the sounds or saying the words as you read. Have children blend or say each word after you.

Time to Read

► Read “Skip and Scat”

Objective Read words in connected text

- Have children read aloud “Words to Know.”
- **Choral Reading** Read “Skip and Scat” together.
- **Independent Reading** Then have children whisper-read the story independently. Listen while children read, offering guidance as necessary.
- **Partner Reading** Have children partner-read “Skip and Scat.”

► Write

Objective Write letters, words, and a sentence

- Use the **Sound-Spelling WorkBoards**. Say the sound or sounds one at a time: /sk/, /tr/, /sl/, /i/, /n/, /t/, /p/, /a/. Have children write each letter. Say each word: *Skip, Scat, trip, slap, slip*. Have children write each word.
- Have children write about Skip and Scat. Provide the sentence starter *Skip and Scat ____*.

ELL Have children share sentences orally. Record their sentences, blending or saying each word as you write it. Guide children to share the pen, writing the letters and words that they know. For more support, see pages T6 and T7.

See the Grammar and Writing lessons on page 110–111.



Reading Triumphs

Materials

- Reading Triumphs pp. 104; 106–111
- Practice Book p. 82
- Sound-Spelling WorkBoards
- Large Letter Cards: *a, b, c, d, e, g, i, k, l, n, o, p, r, s, t*
- Letter Tiles
- Word Cards: *for, here, live, many*

- hand puppet
- markers or counters

Online Resources

- **IWB** Interactive White Board Comprehension Lessons
- Graphic Organizer: Main Idea and Details Chart

Working with Words

► Phonemic Awareness

Objective Identify phonemes in isolation

Read aloud the following rhyme. Then reread it and invite children to chime in with you:

Can you help me grab the frog?
It can swim and skip over the log.

- I Do** ■ Listen as the puppet says a word from the rhyme slowly: /fr/ /o/ /g/, *frog*. I hear the *r*-blend /fr/ at the beginning of the word.

- Repeat with *r*-blends *grip, trap, crab* and *s*-blends *swim, slip, snap*.

- We Do** ■ Ask children to say each word after you, stretching the sounds: *slip, slap, sled; dress, drop, drill*.
- Emphasize /sl/ and /dr/ as you say the words.
- What sounds do you hear blended at the beginning of each word? Let's say them: /sl/, /dr/.

- You Do** ■ Tell children that you will say three words. Ask children to listen for words with /sp/ and say them after you. Say these words: *spin, sand, spell*.
- Which words have the /sp/ sound?
- Repeat for /br/ with *brag, brass, black*.

CORRECTIVE FEEDBACK

Using the **Sound-Spelling WorkBoards**, model how to isolate the sounds in *grab*. Stretch the sounds as you drag one marker onto each box. Have children repeat with *trip, slap*.

Quick Check

Do children recognize the *s*-blend and *r*-blend sounds? If not, use the Additional Instruction on pp. 136–139.

► Phonics

Objective Blend words with *s*-blends, *r*-blends

Review Show each of the following **Large Letter Cards** and pairs as children say each sound or sounds: *a, e, o, t, br, sl, tr, sp*. Mix the cards and repeat.

- I Do** ■ Use **Letter Cards** or **Letter Tiles** *s, n, i*, and *p*.
- Model blending. The letter *s* stands for the sound /s/. The letter *n* stands for /n/. The letter *i* stands for /i/. The letter *p* stands for /p/. The /s/ and /n/ sounds blend together to stand for /sn/. Listen as I blend all the sounds: /ssnnniip/, *snip*.
- Repeat with *snack, print, and brick*.

- We Do** ■ Blend *snip*: /ssnnniip/. Blend it with me.
- Let's change the *n* in *snip* to *k*. What word did we make? Let's blend all the sounds: /sskiiip/, *skip*.
- Repeat to build and blend *slip, trip, drip, and grip*.

- You Do** ■ Guide children to change the *p* in *grip* to *n*. What word did you make? Blend the sounds: /grrriinnn/.
- Change the *gr* in *grin* to *sk*. Blend: /sskiiinnn/.
- Continue to have children build and blend words. Change one or two letters to make these words:
skid grid grab crab slab

See **Practice Book** page 82.

- ELL** Make the /tr/ sounds, point out correct mouth position, and have children repeat. Continue with *s*-blends and other *r*-blends. As children practice saying words in the lessons, review the meanings of *s*-blend and *r*-blend words that can be demonstrated in a concrete way. For example, display pictures of a *crab* or a *stop* sign. For more support, see pages T6–T7.

See the More Word Work lessons on page 110.

Words to Know

► High-Frequency Words: *live, many, here, for*

Objective Read high-frequency words

- Hold up the **Word Cards** one at a time: *live, many, here, for*. Have children **read, spell, and write** each word.
- Ask children to call out the words as you point to each card. Repeat in random order at varying speeds.

CORRECTIVE FEEDBACK

Point to, say, and spell *many*. *This word is many.*
Point to the word and say it with me: *many*. It is spelled *m-a-n-y*. Spell it with me.

Quick Check

Can children read *live, many, here, and for*? If not, use the **Additional Instruction** on pp. 136–139.

► Oral Vocabulary: Quantity Words

Objective Develop oral vocabulary

- Ask children to talk about something that they have at home, using the words *many, few, some, or most*.
- **Define** Tell children that *most* means almost all of something.
- **Example** Use *most* in a sentence: *I have read most of the books in the classroom.*
- **Ask** Collect a number of markers. Hand most, but not all, of them to a child. *Who has most of the markers?*

► Build Fluency: Word Automaticity

Objective Improve word accuracy

Display page 104 of **Reading Triumphs**. Read each word in “Working with Words,” blending the sounds or saying the words as you read. Have children blend or say each word after you. Then say the words in random order. Have children point to the word you say.

Time to Read

► Read “Frogs, Frogs, Frogs!”

Objective Summarize: Main idea and details

Before Reading Display the title page and read aloud the title. *What do you think this will be about?*

- Help children set a purpose for reading: *What might we learn about frogs? Let’s find out.*
- Have children read aloud “Words to Know.”

During Reading Read the selection together. Use a Main Idea and Details Chart to record important details. Guide children in a choral reading with you, pausing after each spread to check their comprehension. After page 107, ask: *What is something frogs do?* After page 108: *What can frogs do in a pond?* After page 110: *Where can frogs sit?*

After Reading Explain to children that when we read a nonfiction selection, we can look for important details in the words and photographs. Then we can use the details to help us understand the main idea. *As I read “Frogs, Frogs, Frogs!” I learned that frogs can hop. I also learned that frogs can swim and that they can sit on rocks. These are important details. Each detail is about what frogs can do. That tells me that the main idea of “Frogs, Frogs, Frogs!” is that frogs can do many things.*

IWB **Online Comprehension Lessons:** Main Idea and Details

► Comprehension Check: **Text Evidence**

Display page 111 of **Reading Triumphs**. Have children retell the story. Have them use the evidence in the text and the photographs to answer the **Think About It** questions.

► Write

Objective Write letters, words, and a sentence

- Use the **Sound-Spelling WorkBoards**. Say the sounds one at a time: /f/, /h/, /o/, /s/, /t/, /z/, /i/, /p/, /sw/, /m/, /g/, /s/. Have children write the letter or letters and then each word: *swim, sit, hop, frogs*.
- Have children write a sentence about frogs. Provide the sentence starter *Frogs can _____*. See the Grammar and Writing lessons on page 110.



Reading Triumphs

Materials

- Reading Triumphs pp. 104; 112–117
- Practice Book pp. 83–84
- Sound-Spelling WorkBoards
- Large Letter Cards or Letter Tiles: *a, b, c, d, e, g, h, i, k, l, m, n, o, p, r, t, s, w*
- Word Cards: *for, here, live, many*
- Comprehension Cards
- hand puppet

- markers or counters
- pocket chart

Online Resources

- **IWB** **Interactive White Board** Comprehension Lessons
- Graphic Organizer: Main Idea and Details Chart

Working with Words

► Phonemic Awareness

Objective Segment phonemes

Read aloud the following rhyme. Then read it again and invite children to chime in with you:

Slip, slide, spin, and sway.
Don't trip on the grass when you
go out to play!

- I Do**
- Listen as the puppet says each sound in a word: *slip, /s/ /l/ /i/ /p/; spin, /s/ /p/ /i/ /n/; trip, /t/ /r/ /i/ /p/; grass, /g/ /r/ /a/ /s/.*
 - Point out the s-blend or r-blend in each word.

- We Do**
- Place markers in the sound boxes on the **Sound-Spelling WorkBoards** for *spin*. Let's say the word *spin* together. There are four markers to stand for four sounds: /s/ /p/ /i/ /n/. Listen: /sss/ /p/ /iii/ /nnn/. Let's say the sounds in *spin* again.
 - Repeat with *slip, trip, and grass*.

- You Do**
- Have children place markers in the sound boxes for the sounds in the words *swim* and *grab*, placing one marker as they say each sound.
 - Ask children to orally blend the phonemes.
 - Have children repeat to segment other s-blend and r-blend words, such as *frog, trick, stack, slap*.

CORRECTIVE FEEDBACK

Listen as I say this word: *stop*. Now listen as I say each sound in *stop*: /s/ /t/ /o/ /p/. What two sounds do you hear in the beginning? Let's say these sounds together: /st/. Repeat with *grin, brag, swim*.

Quick Check

Can children segment phonemes? If not, use the Additional Instruction on pp. 136–139.

► Phonics

Objective Blend words with s-blends and r-blends

Review Show each of the following **Large Letter Cards** as children say the sounds: *a, i, o, e, gr, sp*. Mix the cards and repeat.

- I Do**
- Display **Letter Cards** or **Letter Tiles** *s* and *p*.
 - The letter *s* stands for /s/. The letter *p* stands for /p/. When *s* and *p* come together at the beginning of a word, their sounds blend to make /sp/. These are the sounds at the beginning of *spot* and *spell*.
 - Write the words *spot* and *spell* on the board. Circle the letters *sp* as you say the sounds /sp/.
 - Repeat with *slot/slid, skip/skill, swam/swell, snip/snack*, and with *trip/track, drink/drip, grill/grab*.

- We Do**
- Display **Letter Cards** or **Letter Tiles** *s* and *k*. Add **Letter Cards** or **Letter Tiles** *i* and *n* after the *sk*.
 - Let's blend the sounds: /ssskiiinnn/. Let's blend the beginning sounds: /sk/.
 - Repeat with s-blends /sl/, /sm/, /sn/, /sw/ and the words *slap, smell, snap, swim*. Then repeat with r-blends /br/, /kr/, /gr/, /tr/ and *brag, crab, grid, trap*.

- You Do**
- Have children write the letters *st* or *tr* on their **Sound-Spelling WorkBoards** when you say a word with the /st/ or /tr/ sounds. Say these words one at a time: *stick, sick, trick, stack, sack, tack, track*.

CORRECTIVE FEEDBACK

Model blending *spot*. Write *sp*. Have children say /sp/. Write *o*. Have children say /o/, then blend /ssspooo/. Write *t*. Have children say /t/, then blend /ssspoooot/. Repeat with *slam, snack, trim, and grin*.

Quick Check

Can children blend words with s-blends and r-blends? If not, use the Additional Instruction on pp. 136–139.

Words to Know

► High-Frequency Words: *live, many, here, for*

Objective Read high-frequency words

- Display **Word Cards** *live, many, here, and for* in the pocket chart.
- Say the word *live*. Have children point to and spell the word aloud.
- Repeat to review *many, here, and for*.

See **Practice Book** page 83.

► Oral Vocabulary: Quantity Words

Objective Develop oral vocabulary

- **Discuss** Remind children that *many, few, some, and most* are words we can use to describe the number or quantity of specific things. *I like to read a few books each week.*
- **Connect** Ask children to make up sentences using the words *many, few, some, and most*.

► Build Fluency: Word Automaticity

Objective Improve word accuracy

- Display page 104 of **Reading Triumphs**. Read each word in “Working with Words,” blending the sounds or saying the words as you read. Have children blend or say each word after you.
- **Reread** Have children reread the previous story from **Reading Triumphs**. Circulate and listen in.

Time to Read

► Read “Kids Can”

Objective Summarize: Main Idea and Details

Before Reading Read aloud the title.

- Help children set a purpose for reading: *What do you think this will mostly be about?*

During Reading Read the story together. Use a Main Idea and Details Chart to help children record the important details. After page 113, ask: *What is one thing kids can do?* After page 114: *What are two more things kids can do?* After page 116: *What are all of the kids in the story doing?*

- **Independent Reading** Have children whisper-read the story.

See **Practice Book** page 84.

After Reading Tell children that as they read they can look for the important details in the words and photographs. They can use the details to understand the selection’s main idea. Display pages 112 to 116. *One important detail is that kids can spin and do tricks on ice. Other important details are that kids can sled in the snow and swim in the water. Other important details are that kids can swing and have fun. All of the details are about things kids can do to have fun. That tells me that the main idea of “Kids Can” is that kids can do many things to have fun.*

IWB **Online Comprehension Lessons:** Main Idea and Details

► Comprehension Check: Text Evidence

Display page 117 of **Reading Triumphs**. Have children retell the story and use the text to answer the **Think About It** questions.

- **ELL** Model answering the **Think About It** questions. Then guide children to repeat your responses. For more support, see pages T6–T7.

CORRECTIVE FEEDBACK

If children cannot identify the main idea and details, use **Comprehension Cards: Main Idea/Details**.

Quick Check

Can children identify the main idea and details? If not, use the Additional Instruction on pp. 136–139.

► Write

Objective Write letters, words, and labels

- Use the **Sound-Spelling WorkBoards**. Say the sounds: /sw/, /i/, /m/, /h/, /sp/, /n/, /o/. Ask children to write each letter and word: *swim, spin, hop*.
- Invite children to draw and label pictures of something kids can do.

See the Grammar and Writing lessons on page 110.



Reading Triumphs

Materials

- Reading Triumphs pp. 104; 106–110; 112–116
- Sound-Spelling WorkBoards
- Large Letter Cards: *a, b, c, d, e, f, g, i, k, l, m, n, o, p, q, r, s, t, u, w, x, y, z*
- Letter Tiles

- Word Cards: *for, here, live, many*
- hand puppet

Online Resources

- Graphic Organizer: Main idea and Details Chart

Working with Words

► Phonemic Awareness

Objective Identify phonemes in isolation

Read aloud the following rhyme. Then reread it and invite children to chime in with you:

Slip, slide, spin, and sway.
Don't trip on the grass when you
go out to play!

- I Do**
- Use the puppet to model how to isolate sounds.
 - Listen as the puppet says some words slowly: *slide, slip*. Listen to the /s/ sounds in each word.

- We Do**
- Ask children to say each word slowly after you: *spin, spot, speck*.
 - What sounds do you hear at the beginning of each word? Do you hear the /sp/ sounds?
 - Repeat this procedure for other s-blend words, such as *stack/stop/still; swim/swam/swell; slit/slot/slip*. Then continue with r-blend words, such as *grin/grass/grab; track/trip/trim; crab/crack/crop*.

- You Do**
- Tell children that you will say three words. Ask children to listen for the words that begin with an s-blend. Say these words: *slip, sat, stop*.
 - Which words begin with an s-blend?
 - Repeat with r-blend words.

ELL Make the /s/ sounds and point out correct mouth position. Have children repeat. Do the same for other s-blend sounds, such as /st/, /sn/, /sm/, and /sp/. Then have children practice saying minimal contrast word pairs, such as *spot/slot, snack/smack, slip/snip, stab/slab*. Repeat this procedure for r-blends /kr/, /tr/, /gr/, /br/, /fr/. For more support, see pages T6–T7.

► Phonics

Objective Blend words with s-blends and r-blends

Review Show each of the following **Large Letter Cards** and pairs of cards as children say each sound: *a, i, o, e, ck, qu, w, x, y, z*. Mix the cards and repeat.

- I Do**
- Use **Letter Cards** or **Letter Tiles** *f, r, o, g*.
 - The letter *f* stands for /f/. The letter *r* stands for /r/. The *f* and *r* blend to stand for /fr/. The letter *o* stands for /o/. The letter *g* stands for /g/. I'll blend the sounds: /ffrrroog/, *frog*. Say it with me: *frog*.
 - Repeat with *slam, frizz, and trip*.

- We Do**
- Let's change the *i* in *trip* to *a*. What word did we make? Let's blend the sounds: /trrraaap/, *trap*.
 - Now let's change the *p* in *trap* to *ck*. What did we make? Let's blend the sounds: /trrraaak/, *track*.

- You Do**
- Guide children to change the *a* in *track* to *i* to make the word *trick*. What word did you make? Blend the sounds in this word.
 - Now change the *tr* in *trick* to *br*. What word did you make? Blend the sounds in this word.
 - Change the *br* in *brick* to *st*. What did you make? Blend the sounds. Have children continue to change letters to make *stack, smack, and snack*.

See the More Word Work lessons on page 110.

CORRECTIVE FEEDBACK

Give three children **Letter Cards** *s* and *l*, *e*, and *d*. Model blending *sled*. Have the child with **Letter Cards** *s, l* say /sl/ and write *sl*. Have other children say /sl/. Repeat for *e* and *d*, blending /ssllleee/ and then /ssllleeeed/. Continue with *snip, drop, and trap*.

Quick Check

Can children blend sounds in words with s-blends and r-blends? If not, use the Additional Instruction on pp. 136–139.

Words to Know

► High-Frequency Words: *live, many, here, for*

Objective Read high-frequency words

- Place **Word Cards** *live, many, here, and for* facedown.
- Tell children that you will turn over **Word Cards** one at a time for them to read.
- Ask children to chorally call out the words.
- Turn over the cards one at a time. Mix and repeat.

CORRECTIVE FEEDBACK

Point to, say, and spell *many*. *This word is many. Say it with me: many. It is spelled m-a-n-y. Spell it with me. What word did you spell? Use it in a sentence to tell about something you have.*

Quick Check

Can children read *live, many, here, and for*? If not, use the Additional Instruction on pp. 136–139.

► Oral Vocabulary: Quantity Words

Objective Develop oral vocabulary

- **Confirm** Talk with children about words that we can use to describe the number of things. Remind them that *many, few, some, and most* are words that tell about quantity.
- **Discuss** Talk about other quantity words, such as *lots*.
- **Connect** Help children to use these words in sentences.

For Additional Instruction, see pages 136–139.

► Build Fluency: Word Automaticity

Objective Improve word accuracy

- Display page 104 of **Reading Triumphs**. Read each word in “Working with Words,” blending the sounds or saying the words as you read. Have children blend or say each word after you.
- **Reread** Have children **reread** the previous story from **Reading Triumphs**. Circulate and listen in.

Time to Read

► Read “Frogs, Frogs, Frogs!” and “Kids Can”

Objective Summarize: Main idea and details

Before Reading Tell children that as they read “Frogs, Frogs, Frogs!” and “Kids Can” again, they should remember to think about the most important details and what each selection is mostly about. *We can think about what all of the sentences in a selection are about. That will tell us what the selection is mainly about.*

During Reading Read “Frogs, Frogs, Frogs!” together. Pause after each spread and guide children to name an important detail that they read or saw in the photographs. Model using the details to determine the selection’s main idea.

- Read “Kids Can” together. Pause after each spread to have children identify important details.
- Have children use a Main Idea and Details Chart to record the details. Guide them to use the details to determine the main idea.
- **Partner Reading** Have partners read one of the stories together. Guide them to discuss the main idea and details.

After Reading Guide children to name the details they learned in each selection. Point out that in both selections all of the details related to the selection’s main idea.

► Build Fluency: Connected Text

Objective Model fluency

Echo-Read Read each book one page at a time and ask children to read each page after you. Have children read with the same expression that you use.

► Write

Objective Write letters, words, and a sentence

- Use the **Sound-Spelling WorkBoards**. Say the sound or sounds one at a time: /p/, /tr/, /o/, /i/, /fr/, /sk/, /sp/, /t/, /g/. Have children write the letters. Say each word: *skip, trip, frog, spot*. Have children write each word.
- Ask children to write a sentence about frogs. See the Writing lessons on page 111.



Reading Triumphs

Materials

- Reading Triumphs pp. 106–110; 112–116
- Take-Home Book; Practice Book pp. 85–86
- Listening Library
- Assessment Book
- Photo Cards: *grapes, sky, snow, spoon, star, train, tree, trumpet*
- Large Letter Cards: *a, b, c, d, f, g, i, k, l, n, o, p, r, s, t*
- Letter Tiles
- Word Cards: *for, here, live, many*
- Comprehension Cards

Online Resources

- Bibliography

Working with Words

► Phonemic Awareness

Objective Review phonemes

- I Do**
 - Listen as I say a word in parts: /s/ /i/ /p/. I can blend these sounds: /ssliip/. Say it with me: *slip*. The sounds at the beginning of *slip* are /s/.
 - Listen again as I say a word in parts: /sp/ /o/ /t/; /ssspoooot/; *spot*. The sounds at the beginning of *spot* are /sp/.
 - Repeat this procedure with *trip*.
- We Do**
 - Hold up **Photo Card** *spoon*. Ask children to name the picture. *What sounds do you hear in the beginning of spoon?* Guide children to segment and blend the word *spoon*: /sp/ /oo/ /n/, /ssspooonnn/, *spoon*. *Point out that the beginning sounds in spoon are /sp/.*
 - Repeat the procedure by holding up **Photo Card** *train*.
- You Do**
 - Tell children that you will hold up some **Photo Cards** one at a time and name each picture. Have children say the name of the picture after you.
 - Hold up the following **Photo Cards**: *star, sky, snow, grapes, tree, trumpet*.
 - Guide children to segment and blend each word. Have children point out the sounds they hear at the beginning of each word.

► Phonics

Objective Review blending words with s-blends and r-blends

- I Do**
 - Use **Large Letter Cards** or **Letter Tiles** *f, r, o, g*.
 - Listen as I blend these letters: /ffrrroog/, *frog*.
 - Repeat with additional **Letter Cards** or **Letter Tiles** to build and blend the words *slip, spot*, and *grab*.
- We Do**
 - Use **Large Letter Cards** or **Letter Tiles** *s, t, a, n, d*.
 - This is the word *stand*. What letters stand for the /st/ sounds at the beginning of *stand*? What letter stands for the /a/ sound in *stand*? What letters stand for the /nd/ sounds? Now let's blend all the sounds together: /sstaaannnd/, *stand*.
 - Repeat, asking children to help you build and blend *trip*.
- You Do**
 - *Now you do it.* Provide **Letter Cards** or **Letter Tiles** *b, r, i, c, k*.
 - Build the word *brick*. Have children build the word *brick*. *What word did you build? Blend the word. What sounds do you hear at the beginning of brick? What letters stand for the sounds /br/?*
 - Repeat the procedure with the words *snap, skip, drop*, and *trap*.

Words to Know

► High-Frequency Words: *live, many, here, for*

Objective Review high-frequency words

- Say each high-frequency word one at a time: *live, many, here, and for*.
- Have children spell and write each word.
- Have children write a sentence using at least one of the high-frequency words.
- Have children work in pairs to locate and count how many times each word appears in "Skip and Scat," "Frogs, Frogs, Frogs!" and "Kids Can."

ELL Model using each word in a sentence. For more support, see pages T6–T7.

Time to Read

► Read Take-Home Book

Objective Review summarize: Main idea and details

- Reread "Frogs, Frogs, Frogs!" and "Kids Can" using the **Listening Library** audio selection. Then read the **Take-Home Book** selection with children.
- Have children whisper-read the **Take-Home Book** selection independently. Listen while they read, offering guidance as needed. Ask children to think about the selection's details and main idea.

See **Practice Book** pages 85–86.

► After Reading

Invite pairs of children to respond to "Frogs, Frogs, Frogs!" "Kids Can," and the **Take-Home Book** selection by asking each other the following questions:

- What details did you learn in each selection?
- What was the main idea of each selection?

CORRECTIVE FEEDBACK

If needed, use **Comprehension Cards: Main Idea and Details**. Model identifying the important details and what they all have in common.

Quick Check

Can children identify main idea and details? If not, use the Additional Instruction on pages 136–139.

► Build Fluency: Connected Text

Objective Increase reading speed

- Review the **Take-Home Book** selection with children and talk about the tone. Are there parts where children should read with more enthusiasm? When is the tone more quiet?
- Guide pairs of children to read aloud the selection with the appropriate tone. Have them note the punctuation marks to help them know when to pause and for how long.

► Writing

Objective Write and share simple sentences

- Have children write simple sentences summarizing the **Take-Home Book** selection.
- Encourage children to write high-frequency words and words with s-blends and r-blends.
- Invite children to stand and take turns reading their sentences aloud.

See the Writing Lessons on page 111.

Invite children to read the **Take-Home Book** selection to their family and friends.

► Self-Selected Reading

Objective Read independently

- Have children select books to read on their own. See the Online Bibliography for suggested titles.

Weekly Assessment

Have children complete the Weekly Assessment on **Assessment Book** pages 98–101.

Fluency Use the passage on **Assessment Book** pages 38–39.

Lesson 11

Grammar
Irregular Plural Nouns

Writing
Shared Writing

Lesson 12

More Word Work
Word Families

Grammar
Irregular Plural Nouns

Writing
Interactive Writing

Lesson 13

Grammar
Mechanics

Writing
Trait: Organization
Independent Writing:
Focus and Plan,
Prewrite and Draft

Lesson 14

More Word Work
Word Sort

Writing
Independent Writing:
Revise and Edit

Lesson 15

Writing
Independent Writing:
Publish and Present

More Word Work

Materials

- large index cards with *drag, drip, grin, grip, skid, skin, skip, spell, spot, swam, swell, track, trim, trip* and **spelling words** *drop, grab, spin, swim*
- pocket chart

► Word Families: s-Blends and r-Blends

Objective Blend words in word families

- Write these words in a column on the board: *crab, crib, crop*. Point to the letters as you say the sounds and read each word. Have children repeat.
- I notice the *c, r* at the beginning of each word. Listen: /krrraab/, *crab*; /krrriib/, *crib*; /krrroop/, *crop*.
- Write *drag, dress, drink* in another column. Help children say the letter sounds and read each word. **What do you notice about these words?** Yes, they start with *d, r*. Listen: /drrr/.
- Repeat with other *r*-blend words: *frog, Fran, frill; grass, grand, grill; press, print, prop; track, trap, trim*. Continue with *s*-blend words: *skip, skill, skin; snack, snap, snip; speck, spend, spot; stand, step, still*.

► Word Sort: s-Blends and r-Blends

Objective Sort words with s-blends and r-blends

- Place the cards for *skin, spin, and swim* in three columns in the pocket chart. Point to the letters as you say the sounds and blend the word *skin*: /s/ /k/ /i/ /n/, /ssskiiinn/. Emphasize the beginning /sk/ blend. Repeat for the words *spin* and *swim*.
- Hold up the card for the word *skip*. Say the sounds and blend: /s/ /k/ /i/ /p/, /ssskiiip/, *skip*. Model placing the card for *skip* under *skin*.
- Repeat for the other *s*-blend word cards and with the word cards for the *r*-blends *dr-, gr-, tr-*. Have children sort the cards and chorally read all the words.

Grammar

► Irregular Plural Nouns

Objective Understand irregular plural nouns

- Remind children that a noun names a person, place, or thing. Point out that an *-s* or *-es* can be added to most nouns to name more than one person, place, or thing.
- Write these sentences: *The girl is hopping. The girls are hopping*. Read the sentences. Underline *girl* and *girls*. Ask children to identify the plural noun.
- Explain that *-s* or *-es* can not be added to some nouns to change the noun to a plural. **With some nouns, you cannot just add an -s or -es. Instead, the spelling for the noun changes.**
- Write *child* and *children* on the board. Read each aloud and have children repeat. **How are the words different?** *Child* names one child and *children* names more than one child.
- Repeat with the words *man* and *men*.
- Tell children that for plural nouns for which they cannot add an *-s* or *-es*, they have to remember the spelling for the plural form.
- Write and read aloud these sentences:
One ____ sat. (child/children)
Two ____ sat. (child/children)
Guide children in naming the correct noun for each sentence and chorally read the sentences.

► Mechanics: Sentence Punctuation

- Write this sentence: *We want to go!* Read the sentence and have children chorally repeat.
- Underline the capital letter. Remind children that all sentences, whether an exclamation, a question, or a statement, always begin with a capital letter.
- Underline the exclamation mark. **When we want to show strong feelings, we use the exclamation mark at the end of a sentence.**

- Write on the board: *we had so much fun*. Read it aloud as an exclamatory sentence. Ask children to tell to what word needs to be capitalized. Then have them tell what punctuation mark is needed.
- Have children write an exclamatory sentence, capitalizing the first word and using an exclamation mark at the end.

Writing Report

Objective Compose a report

► Shared Writing

- Discuss with children the different movements the children are doing in “Kids Can.” Tell children that they will be writing a report to tell the different ways they move when playing. Point out that a report is a kind of writing that gives true information about an idea.
- Ask children about an activity that they enjoy. Have them tell the movements in the activity. Record children’s responses in a two-column chart with the labels “Activity” and “Way I Move.”
- Use children’s suggestions to write sample sentences: *I like to swim. I move my arms and legs.*
- Point out the plural nouns in the sentences.

► Interactive Writing

- Have children add details to the “Way I Move” chart about the different ways they move in their favorite activities. Brainstorm examples, and record children’s responses onto the two-column chart.
- Model sentences by writing from the suggestions: *I like to swim. My arms move in circles. My legs move up and down.*
- Have children use the chart to create sentences about the different movements in an activity.
- Once a sentence is generated, repeat it several times for children. Have children share the pen to help write words or add a punctuation mark. Repeat with more sentences.
- Point out any plural nouns children have used.

► Writing Trait: Organization

- Explain to children that good writers focus and organize their writing in a way that makes sense. Paying attention to the organization can help make sure that readers understand the writing.
- Tell children that if they are going to write sentences for a report about the different movements in an activity, they need to tell the correct order of the movements.
- Write these sentences: *I drop the bat. I hit the ball. I run.* Read the sentences aloud. Ask children to tell the correct order for playing baseball. Read the sentences and have children repeat chorally.

► Independent Writing

Focus and Plan

- Ask children to think about the movements of different activities. Have them act out and discuss some of the movements with a partner.

Prewrite and Draft

- Children may look through books and magazines to find images of their activity.
- Have children draft sentences about the movements in the activity.
- Remind children to organize the sentences so the reader can understand the order of the movements.

Revise and Edit

- Ask children to check the sentences they wrote about the movements in their activity. Have them decide if they are in an order that makes sense.
- Have children work with a partner and read each other’s sentences. *Do you understand the activity and the movements your partner wrote about?*
- Have children check that the sentences all begin with a capital letter and end with the correct punctuation mark.

ELL Have children draw an activity they like to play. Guide them in writing words below the drawing to tell the kinds of movements used in the activity.

Publish and Present

- Have partners take turns reading their sentences to the class.
- Create a class Activity Movements book.



Reading Triumphs

Materials

- Reading Triumphs pp. 118–119
- Practice Book p. 87
- Sound-Spelling WorkBoards
- Large Letter Cards or Letter Tiles: *b, d, e, g, i, l, m, n, r, s, t, u*
- Photo Card: *nut*
- Word Cards: *could, have, here, for, live, make, many, to*

- hand puppet
- markers or counters
- pocket chart

Online Resources

- **IWB** Interactive White Board Phonics Lessons

Working with Words

Phonemic Awareness

Objective Blend phonemes

Read aloud the following rhyme. Then reread it and invite children to chime in with you:

Rub-a-dub-dub, a duck in a tub.
It swims around and around.
Rub-a-dub-dub, let's pull up the plug.
Blub, blub, blub, the duck goes down!

I Do Listen as the puppet says words from the rhyme sound by sound. Then listen as the puppet strings together these sounds: /r/ /u/ /b/, /rrruuub/, *rub*; /d/ /u/ /k/, /duuuk/, *duck*; /t/ /u/ /b/, /tuuub/, *tub*.

We Do ■ Tell children that *tub* and *duck* have the /u/ sound.
■ Say *tub* and *duck* aloud again. Let's say these words together: *tub*, /t/ /u/ /b/; *duck*, /d/ /u/ /k/. Listen for the /u/ sound.
■ Repeat with *plug/rub*, *sun/run*, and *tug/jug*.

You Do ■ Model how to place markers in the sound boxes on the **Sound-Spelling WorkBoard** for each sound in the word *tub*.
■ Ask children to orally blend the phonemes as you point to each marker.
■ Repeat blending with *nut*, *bus*, *mug*, and *cup*.
See **Practice Book** page 87.

CORRECTIVE FEEDBACK

Model blending the word *tub* with onset and rime. Let's say the word *tub* this way: /t/ /ub/, *tub*. Let's blend *tub*: /tuuub/, *tub*. Repeat with *dug*, *bug*, *duck*.

Quick Check

Can children blend phonemes? If not, use Additional Instruction on pp. 136–139.

Phonics

Objective Blend words with /u/u

Review Show each of the following **Large Letter Cards** or pairs of cards as children say the sound or sounds: *e, i, g, sl, tr, sn*. Mix the cards and repeat.

I Do ■ Display **Photo Card** *nut* and **Large Letter Card** *u*.
■ The name of this letter is *u*. The letter *u* can stand for the short *u* sound: /u/. This is the sound in the middle of *nut*. Listen: /n/ /u/ /t/, /nnnuut/, *nut*.
■ Repeat with the words *bug*, *drum*, and *snug*.

We Do ■ Use **Letter Cards** or **Letter Tiles** *s, u, n*. Point to the letter *u* in *sun*. Have children chorally say /u/ as you point to the letter.
■ Listen as I point to the letters and say the sounds in *sun*: /s/ /u/ /n/. I hear /u/ in the middle of *sun*. Try it with me: /sss/ /uuu/ /nnn/, *sun*.
■ Repeat this procedure with **Letter Cards** or **Letter Tiles** for the words *tub*, *bus*, and *mud*.

You Do Model blending these words sound by sound. Then have children repeat.
hug run gum hums drum rug

IWB Online Phonics Lessons: Short u

CORRECTIVE FEEDBACK

Write *run* on the board and say it, stretching the sounds: /rrruuunnn/. Have children circle the *u*. The letter *u* stands for the /u/ sound in the middle of *run*: /r/ /u/ /n/, *run*. Let's blend *run*: /rrruuunnn/, *run*. Repeat with *dug*, *bug*, and *duck*.

Quick Check

Can children blend words with /u/u? If not, use the Additional Instruction on pp. 136–139.

Words to Know

► Review High-Frequency Words

Objective Read and use previously introduced high-frequency words

- Review high-frequency words introduced in Unit 2, Week 3. *Let's review words we learned before.*
- Hold up **Word Cards** *live, many, here, and for* one at a time. Have children read each word.
- Have children use each word in a sentence.

► High-Frequency Words: *to, make, could, have*

Objective Read high-frequency words

- Display **Word Cards** *to, make, could, and have* in the pocket chart.
- Have children **read, spell, and write** *to*. Point to and say the word *to*. *This is the word to. It is spelled t-o. I like to play.*
- Follow the same steps to introduce *make, could, and have*.
- Have children make up sentences using the words. Provide sentence starters such as: *Today I have to ____ or I want to make a ____*. Write the completed sentences on the board.

CORRECTIVE FEEDBACK

Point to, say, and spell *have*. *This is have. Point to the word and say it with me: have. It is spelled h-a-v-e. Spell it with me. What did you spell? Let's use the word in a sentence: I have a book.*

Quick Check

Can children read *to, make, could, and have*? If not, use the Additional Instruction on pp. 136–139.

► Oral Vocabulary: Pet Words

Objective Develop oral vocabulary

- **Define** Explain that we use the word *have* when we talk about pets. *Some people have a pet pup. Some people have a pet cat. These are animals that make good pets. Having a pet is big responsibility.*
- **Example** Use the words *have, pup, cat, and make* in a sentence about pets. *I have a pet cat.*

- **Ask** Model taking a pet pup for a walk. Say: *I take my pup for a walk.* Have children take turns acting out and describing what they might do with a pet pup or cat.

► Build Fluency: Word Automaticity

Objective Improve word accuracy

Display **Reading Triumphs** page 118. Read each word in "Working with Words," blending the sounds or saying the words as you read. Have children blend or say each word after you.

Time to Read

► Read "The Jumping Pup"

Objective Read words in connected text

- Have children read aloud "Words to Know."
- **Choral Reading** Read "The Jumping Pup" together.
- **Independent Reading** Have children whisper-read the story independently. Listen while children read, offering guidance as necessary.
- **Partner Reading** Ask children to partner-read "The Jumping Pup."

► Write

Objective Write letters, words, and a sentence

- Use the **Sound-Spelling WorkBoards**. Say each sound one at a time: /u/, /e/, /j/, /m/, /n/, /p/, /r/, /t/. Have children write each letter. Say each word: *jump, pup, up, pet, run*. Have children write each word.
- Have children write about the pup. Provide the sentence starter *The pup ____*.

ELL Write each word, blending the sounds to form the word. Then share the pen with children, having them write the letters that they know. For more support, see pages T6 and T7.

See the Grammar and Writing lessons on pages 122–123.



Reading Triumphs

Materials

- Reading Triumphs pp. 118; 120–125
- Practice Book p. 88
- Sound-Spelling WorkBoards
- Large Letter Cards: *a, b, c, d, e, g, h, i, m, n, o, p, r, s, t, u*
- Photo Cards: *bus, nut, up*

- Word Cards: *could, have, make, to*
- hand puppet

Online Resources

- **IWB** Interactive White Board Comprehension Lessons
- Graphic Organizer: Plot Chart

Working with Words

► Phonemic Awareness

Objective Identify phonemes in isolation

Read aloud the following rhyme. Then reread it and invite children to chime in with you:

Rub-a-dub-dub, a duck in a tub.
It swims around and around.
Rub-a-dub-dub, let's pull up the plug.
Blub, blub, blub, the duck goes down!

I Do Listen as the puppet says each word slowly: /t/ /u/ /b/, *tub*; /d/ /u/ /k/, *duck*; /r/ /u/ /b/, *rub*. I hear the /u/ sound in the middle of all of these words.

- We Do**
- Ask children to say each word after you, stretching the sounds: *rug, cut, pup, fuzz*.
 - Listen as I say the sounds in each word: /rrruug/, *rug*; /kuut/, *cut*; /puup/, *pup*; /ffuuuzz/, *fuzz*.
 - What sound do you hear in the middle of each word? Let's say it: /u/. This is the short *u* sound.

- You Do**
- Tell children that you will say three words. Ask children to listen for words with /u/ and say them after you. Say: *hum, cat, rub*.
 - Which words have the /u/ sound in the middle?
 - Repeat with *fish, buzz, cup* and *cluck, hug, bell*.

CORRECTIVE FEEDBACK

Using the **Sound-Spelling WorkBoards**, model how to isolate the sounds in *sun*. Stretch the sounds as you place one marker on each box. Have children repeat. Continue with *rub, cup, and hum*.

Quick Check

Do children recognize /u/? If not, use the Additional Instruction on pp. 136–139.

► Phonics

Objective Blend words with /u/u

Review Show each of the following **Large Letter Cards** or pairs of cards as children say the sound(s): *e, o, i, a, br, cr, gr, tr, sp*. Mix the cards and repeat.

- I Do**
- Hold up **Photo Cards** *bus, nut, and up*.
 - Name each picture. Hold up **Letter Card** *u*. I hear the /u/ sound in each word. Say the word with me sound by sound: /b/ /u/ /s/, *bus*. Where do you hear the /u/? Now let's blend: /buusss/, *bus*.
 - Repeat with *nut* and *up*.

- We Do**
- Display **Photo Card** *bus* and **Letter Cards** *b, u, s*.
 - I see the letter *b* at the beginning of the word. The letter *b* stands for /b/. The letter *u* stands for /u/. Say it with me: /uuu/. The letter *s* stands for /s/. Let's blend these sounds together: /buusss/, *bus*.
 - Guide children to repeat and blend *nut* and *up*.

- You Do**
- Guide children to change **Letter Card** *s* in *bus* to *d*. What word did you make? Blend the sounds in *bud* with me: /buud/, *bud*.
 - Continue to have children build and blend words. Change one letter at a time to make these words:
mud mug hug rug run sun

See **Practice Book** page 88.

ELL Make the /u/ sound and point out correct mouth position. Have children repeat. Then, as children practice /u/ words in the lesson, review the meaning of words that can be demonstrated in a concrete way. For example, show a picture of a rug and provide a sentence frame for children to complete: ____ sat on the rug. Allow children time to respond. For more support, see pages T6–T7.

See the More Word Work lessons on page 122.

Words to Know

► High-Frequency Words: *to, make, could, have*

Objective Read high-frequency words

- Hold up the **Word Cards** one at a time: *to, make, could, have*. Have children **read, spell, and write** each word.
- Ask children to call out each word as you point to the card. Repeat in random order at varying speeds.

CORRECTIVE FEEDBACK

Point to, say, and spell *to*. *This word is to. Point to the word and say it with me: to. It is spelled t-o. Spell it with me. What word did you spell? The first sound in to is /t/. The first letter is t.*

Quick Check

Can children read *to, make, could, and have*? If not, use the **Additional Instruction** on pp. 136–139.

► Oral Vocabulary: Pet Words

Objective Develop oral vocabulary

- Ask children to name pets and to discuss what responsibilities they might have if they had one.
- **Define** Tell children that a *responsibility* is something that is up to us to do.
- **Example** Use *responsibility* in a sentence: *Having a pet is a big responsibility because you have to remember to feed it.*
- **Ask** *What responsibilities might you have if you had a pet?*

► Build Fluency: Word Automaticity

Objective Improve word accuracy

Display page 118 of **Reading Triumphs**. Read each word in “Working with Words,” blending the sounds or saying the words as you read. Have children blend or say each word after you. Then say the words in random order. Have children point to the word you say.

Time to Read

► Read “Pup and Cat”

Objective Visualize: Plot

Before Reading Preview the story by reading the title. *What do you think this story will be about?*

- Help children set a purpose for reading: *What do you think might happen? Let’s find out.*
- Have children read aloud “Words to Know.”

During Reading Read the story together. Use a Plot Chart to record story events. Guide children in a choral reading. After page 121, ask: *What is Pup doing? What is Cat doing?* After page 123: *What is Pup’s problem?* After page 124: *What are Pup and Cat doing now?*

After Reading Explain that most stories have a plot. *The plot is what happens in the beginning, middle, and end of the story. Often, in the beginning we learn about a problem. In the middle, the character tries to solve the problem. In the end, the character finds a solution.* Model describing the plot of “Pup and Cat.” *In the beginning, Pup is sleeping. Then Cat wakes him up. This is Pup’s problem. In the middle, Pup chases Cat and then catches her. In the end, Pup and Cat make up and take a nap together. Pup has found a solution to his problem — now he can nap again!*

IWB **Online Comprehension Lessons:** Problem and Solution

► Comprehension Check **Text Evidence**

Display page 125 of **Reading Triumphs**. Have children retell the story. Guide them to use the evidence in the text and the illustrations to answer the **Think About It** questions.

► Write

Objective Write letters, words, and a sentence

- Use the **Sound-Spelling WorkBoards**. Say each sound: /u/, /g/, /f/, /a/, /m/, /d/, /n/. Have children write each letter and each word: *gum, fun, fan, mad, mud*.
- Have children write a sentence about Pup and Cat. See the Grammar and Writing lessons on page 122.



Reading Triumphs

Materials

- Reading Triumphs pp. 118; 126–131
- Practice Book pp. 89–90
- Sound-Spelling WorkBoards
- Large Letter Cards: *a, c, e, i, o, p, r, s, u*
- Word Cards: *could, have, make, to*
- Comprehension Cards
- hand puppet

- markers or counters
- pocket chart

Online Resources

- **IWB** Interactive White Board Comprehension Lessons
- Graphic Organizer: Plot Chart

Working with Words

► Phonemic Awareness

Objective Segment phonemes

Read aloud the following rhyme. Then read it again and invite children to chime in with you:

A jug of punch,
A tub of plums.
It's time for lunch—
Yum, yum, yum, yum!

- I Do**
- Listen as the puppet says each sound in a word: *jug, /j/ /u/ /g/; tub, /t/ /u/ /b/.*
 - Point out the middle /u/ sound in each word.

- We Do**
- Place markers in the sound boxes on the **Sound-Spelling WorkBoard** for *jug*. Let's say the word *jug* together. There are three markers to stand for three sounds: /j/ /u/ /g/. Listen as I say each sound: /j/ /uuu/ /g/, *jug*. Let's say the sounds in *jug* again.
 - Repeat with *tub, yum, and mug*.

- You Do**
- Have children place markers on the **Sound-Spelling WorkBoard** for the sounds in the word *tub*, placing one marker as they say each sound.
 - Have children repeat to segment other short *u* words, such as *nut, dust, run, truck, drum, and mud*.

CORRECTIVE FEEDBACK

Listen as I say this word: *mud*. Now listen as I say each sound in *mud*: /m/ /u/ /d/. What sound do you hear in the middle of *mud*? Let's say this sound together: /u/. Repeat with *pup, hum, and cup*.

Quick Check

Can children segment phonemes? If not, use the Additional Instruction on pp. 136–139.

► Phonics

Objective Blend words with /u/u

Review Show each of the following **Large Letter Cards** and pairs of cards one at a time as children say the sound(s): *a, i, e, o, u, sp, cr*. Mix the cards and repeat.

- I Do**
- Display **Large Letter Card u**.
 - The name of this letter is *u*. The letter *u* can stand for the short *u* sound: /u/. This is the sound in the middle of *bun*: /buuunnn/, *bun*.
 - Write the word *bun* on the board. Draw a line under the letter *u* as you say the sound /u/.
 - Repeat with *rug, nut, and cup*.
- We Do**
- Build the word *bun* again. Listen as I say this word, *bun*. Let's blend the sounds in this word together: /buuunnn/, *bun*. The /u/ is in the middle of *bun*.
 - Write *jug* and *mug* on the board.
 - Listen as I say *jug*: /j/ /uuu/ /g/. I hear /u/ in the middle of *jug*, so I hold up **Letter Card u**. Now say *mug* with me: /mmm/ /uuu/ /g/. Where is the /u/ sound? When should I hold up **Letter Card u**? Let's blend the sounds: /mmmuuug/, *mug*.
 - Repeat with *fun, plug, stun, and must*.

- You Do**
- Have children write the letter *u* on the **Sound-Spelling WorkBoards** when you say a word with the short *u* sound. Say these words one at a time: *gum, tag, cub, jug, dip, truck, bus, dig, tug*.

CORRECTIVE FEEDBACK

Model blending *bug*. Write *b*. Have children say /b/. Write *u*. Have children say /u/, then blend /buuu/. Write *g*. Have children say /g/, then blend /buuug/. Repeat with *sun, cut, and hut*.

Quick Check

Can children blend words with /u/u? If not, use the Additional Instruction on pp. 136–139.

Words to Know

► High-Frequency Words: *to, make, could, have*

Objective Read high-frequency words

- Display the **Word Cards** *to, make, could, have* in the pocket chart.
- Say the word *to*. Have children point to and spell the word *to* aloud.
- Repeat to review *make, could, and have*.

See **Practice Book** page 89.

► Oral Vocabulary: Pet Words

Objective Develop oral vocabulary

- **Discuss** Remind children that *have, pup, cat,* and *responsibility* are words we use when we talk about pets. *Pup and cat were good pets.*
- **Connect** Ask children to name and describe other pets they have read about in stories.

► Build Fluency: Word Automaticity

Objective Improve word accuracy

- Display page 118 of **Reading Triumphs**. Read each word in “Working with Words,” blending the sounds or saying the words as you read. Have children blend or say each word after you.
- **Reread** Have children **reread** the previous story from **Reading Triumphs**. Circulate and listen in.

Time to Read

► Read “Big Bud”

Objective Visualize: Plot

Before Reading Preview the story by reading aloud the title. *Who do you think Big Bud is?*

- Have children set a purpose for reading: *What might happen to him? Let’s read to find out.*

During Reading Read the story together. Use a Plot Chart to help children record story events. Pause to check comprehension. After page 127, ask: *What does Bud run in?* After page 129: *What is the boy’s problem?* After page 130: *Has the boy’s problem been solved? How?*

- **Independent Reading** Have children whisper-read the story

See **Practice Book** page 90.

After Reading Tell children that as they read a story they can think about what happens in the beginning, the middle, and the end. This is the story’s plot. In most stories, the character has a problem that has to be solved. Model describing the plot of “Big Bud.” *In the beginning, Big Bud runs in the mud. In the middle, the boy has to give Big Bud a bath. This is his problem. In the end, Big Bud gets in the bathtub and the boy can wash him. The boy’s problem has been solved.*

IWB **Online Comprehension Lessons:** Problem and Solution

► Comprehension Check: **Text Evidence**

Display page 131. Guide children to retell the story. Have them use the evidence in the text and the illustrations to answer the **Think About It** questions.

- **ELL** Provide sentence starters to help children retell “Big Bud”: *In the beginning, Big Bud ____.* For more support, see pages T6 and T7.

CORRECTIVE FEEDBACK

If children cannot describe the plot and identify the problem and solution, use **Comprehension Cards: Problem and Solution**.

Quick Check

Can children identify the plot? If not, use Additional Instruction on pp. 136–139.

► Write

Objective Write letters, words, and a sentence

- Use the **Sound-Spelling WorkBoards**. Say each sound one at a time: /u/, /m/, /d/, /h/, /g/, /f/, /n/, /b/, /t/. Have children write the letters and words: *tub, mud, hug, fun*.
- Have children draw and label pictures of Bud.

See the Grammar and Writing lessons on pages 122–123.



Reading Triumphs

Materials

- Reading Triumphs pp. 118; 120–124; 126–130
- Sound-Spelling WorkBoards
- Large Letter Cards: *a, b, d, e, g, i, j, k, m, n, o, r, s, t, u*
- Letter Tiles
- Word Cards: *could, have, make, to*
- hand puppet
- Online Resources
- Graphic Organizer: Plot Chart

Working with Words

► Phonemic Awareness

Objective Identify phonemes in isolation

Read aloud the following rhyme. Then reread it and invite children to chime in with you:

A jug of punch,
A tub of plums.
It's time for lunch—
Yum, yum, yum, yum!

I Do ■ Use the puppet to model how to isolate sounds.

- Listen as the puppet says some words slowly: *plum, punch, jug, tub*. Did you hear the /u/ sound in each word?

- We Do** ■ Ask children to say each word from the rhyme slowly after you: *punch, plums, lunch, yum*.
- Do you hear the /u/ sound in each word? Do you hear it at the beginning, in the middle, or at the end of each word?
 - Repeat for *tub, truck, mud, and dug*.

- You Do** ■ Tell children that you will say some words. Ask children to jump in place when they hear a word that has the /u/ sound. Say these words: *buck, stop, must, swim, pump, hug, gum, slap, cut*.
- Which words have the /u/ sound?

ELL Make the /u/ sound and point out correct mouth position. Have children repeat. Do the same for /a/ and /i/. Then have children practice saying minimal contrast word pairs, such as *cup/cap, rub/rib, truck/track, bun/bin*. For more support, see pages T6–T7.

► Phonics

Objective Blend words with /u/u

Review Show each of the following **Large Letter Cards** as children say each sound: *a, e, i, and o*. Mix the cards and repeat.

- I Do** ■ Use **Letter Cards** or **Letter Tiles** *d, r, u, m*. Model blending.
- The letter *d* stands for /d/. The *r* stands for /r/. The *u* stands for /u/. The *m* stands for /m/. Listen as I blend the sounds: /drrruuumm/, *drum*.
 - Repeat with *but, rug, and bunk*.

- We Do** ■ Let's change the *b* in *bunk* to *j*. What word did we make? Let's blend the sounds: /juuunnk/, *junk*.
- Let's change the *j* in *junk* to *d*. What word did we make? Let's blend the sounds: /duuunnk/, *dunk*.

- You Do** ■ Guide children to change the *d* in *dunk* to *s* to make the word *sunk*. What word did you make? Blend the sounds in this word.
- Now take away the *k* from *sunk*. What word did you make? Blend the sounds in this word.
 - Change the *n* in *sun* to *b*. Have children continue to change letters to make *tub, rub, and rug*.

See the More Word Work lessons on page 122.

CORRECTIVE FEEDBACK

Give three children **Letter Cards** *r, u, b*. Model blending *rub*. Have the child holding **Letter Card** *r* say /r/ and write *r*. Have other children say /r/. Repeat for *u* and *b*, blending /rrruuu/ and then /rrruuub/. Continue the procedure with *hum* and *bus*.

Quick Check

Can children blend sounds in words with /u/u? If not, use the Additional Instruction on pp. 136–139.

Words to Know

► High-Frequency Words: *to, make, could, have*

Objective Read high-frequency words

- Place **Word Cards** *to, make, could, have* facedown.
- Tell children that you will turn over **Word Cards** one at a time for them to read.
- Ask children to chorally call out each word as you turn the cards over one at a time.
- Mix and repeat.

CORRECTIVE FEEDBACK

Point to, say, and spell *could*. *This word is could.* Point to the word and say it with me: *could*. It is spelled *c-o-u-l-d*. Spell it with me. What word did you spell? The first sound in *could* is /k/. The first letter is *c*.

Quick Check

Can children read *to, make, could, and have*? If not, use the Additional Instruction on pp. 136–139.

► Oral Vocabulary: Pet Words

Objective Develop oral vocabulary

- **Confirm** Remind children that *have, pup, cat, and responsibility* are words that we can use when we talk about pets.
- **Discuss** Talk about other words that have to do with pets, such as *feed* and *care*.
- **Connect** Invite children to act out taking care of a pet. Guide them to describe what they are pretending to do.

For Additional Instruction, see pages 136–139.

► Build Fluency: Word Automaticity

Objective Improve word accuracy

- Display page 118 of **Reading Triumphs**. Read each word in “Working with Words,” blending the sounds or saying the words as you read. Have children blend or say each word after you.
- **Reread** Have children **reread** the previous story from **Reading Triumphs**. Circulate and listen in.

Time to Read

► Read “Pup and Cat” and “Big Bud”

Objective Visualize: Plot

Before Reading Tell children that as they reread “Pup and Cat” and “Big Bud,” they can visualize, or imagine pictures of what happens. Remind them to think about the plot. *As you read, think about the events that occur in the beginning, the middle, and the end. Paying attention to the problem that a character has and how the character solves the problem can help you understand the story.*

During Reading Read “Big Bud” together. Pause after each spread and guide children to describe the events. Model describing the plot and identifying the problem and the solution.

- Read “Big Bud” together. Pause after each spread and have children describe the events.
- Have children use a Plot Chart to record the events in the beginning, middle, and end of the story.
- **Partner Reading** Have partners read one of the stories together. Guide them to describe the plot to each other.

After Reading Ask the following questions:

- *What happened in the beginning of each story? What happened in the middle? The end?*
- *What was the problem in each story? How was it solved?*

► Build Fluency: Connected Text

Objective Model fluency

Partner-Read Model reading aloud the first page of each story. Have pairs of children take turns rereading each story to their partners. Have children match your speed and expression as they read.

► Write

Objective Write letters, words, and a sentence

- Use the **WorkBoards**. Say each sound: /u/, /m/, /p/, /n/, /d/, /r/, /a/, /k/, /b/, /t/. Have children write each letter and word: *pup, cat, Bud, mud, run*.
- Ask children to write a sentence about Pup, Cat, or Big Bud.

See the Writing lessons on page 123.



Reading Triumphs

Materials

- Reading Triumphs pp. 118; 120–124; 126–130
- Take-Home Book; Practice Book pp. 91–92
- Listening Library
- Assessment Book
- Sound-Spelling WorkBoards
- Large Letter Cards: *b, c, f, n, p, s, u, t*
- Letter Tiles
- Photo Cards: *bus, nut, sun, umbrella, under, up*
- Comprehension Cards

Online Resources

- Bibliography

Working with Words

► Phonemic Awareness

Objective Review phonemes

- I Do**
- Listen as I say a word slowly: /s/ /u/ /n/. I can stretch these sounds: /sssuuunnn/. Say it with me: *sun*.
 - The middle sound in *sun* is /u/.
 - Repeat this procedure with *dump*, *rust*, and *stuck*.
- We Do**
- Hold up **Photo Card** *bus*. Ask children to name the picture. *What sound do you hear in the middle of bus?* Guide children to segment and blend the word *bus*: /b/ /u/ /s/, /buuusss/, *bus*. Point out that the middle sound in *bus* is /u/.
 - Repeat the procedure by holding up **Photo Cards** *nut*, *up*, and *under*.
- You Do**
- Tell children that you will hold up some **Photo Cards** one at a time and name each picture. Have children say the name of the picture after you.
 - Hold up the following **Photo Cards**: *bus*, *under*, *umbrella*, *up*, *nut*.
 - Guide children to segment and blend each word. Have children point out where they hear the /u/ sound in each word.

► Phonics

Objective Review blending short *u* words

- I Do**
- Use **Large Letter Cards** or **Letter Tiles** *s, u, n*.
 - Listen as I blend these letters: /sssuuunnn/, *sun*.
 - Repeat with **Letter Cards** or **Letter Tiles** *f, p*, and *c*. Build and blend the words *fun*, *cup*, and *pup*.
- We Do**
- Display **Photo Card** *sun*.
 - Rearrange the letters to build the word *sun*. *This is the word sun. Let's blend this word together: /sssuuunnn/, sun. The middle sound in sun is /u/. The middle letter is u.*
 - *Let's do it together.* Display **Photo Card** *bus*.
 - Rearrange the letters to build the word *bus*. *This is the word bus. Blend the word together: /buuusss/, bus. The middle sound in bus is /u/. The middle letter is u.*
- You Do**
- *Now you do it.* Display **Photo Card** *nut*. Provide **Letter Cards** or **Letter Tiles** *n, u, t*.
 - *What is this a picture of?* Have children build the word *nut*. *What word did you build? Blend the word. Where do you hear the /u/ sound? Where do you see the letter u?*
 - Repeat the procedure with **Photo Card** *up* and **Letter Cards** or **Letter Tiles** *u, p*.

Words to Know

► High-Frequency Words: *to, make, could, have*

Objective Review high-frequency words

- Review the words *to, make, could, and have*. Say each word, one at a time.
- Have children spell and write each word.
- Have partners work together to create sentences using all of the words. Have pairs trade sentences and then read each other's sentences aloud.

ELL Model using each word in a sentence. For more support, see pages T6 and T7.

Time to Read

► Read Take-Home Book

Objective Review visualize: Plot

- Reread and review "Pup and Cat" and "Big Bud" using the **Listening Library** audio selection. Then read the **Take-Home Book** story together with children.
- Have children whisper-read the **Take-Home Book** story independently. Listen while children read, offering guidance as necessary.
- Ask children to think about the plot and the story events in the order in which they happened.

See **Practice Book** pages 91–92.

► After Reading

Have children respond to "Pup and Cat," "Big Bud," and the **Take-Home Book** story by acting out the events that happened in the beginning, middle, and end of each story. Ask the following questions to guide children: *What happened in the beginning of the story? What problem did a character have? How was the problem solved?*

CORRECTIVE FEEDBACK

If children can not identify the plot and the problem and solution, use **Comprehension Cards: Problem and Solution**.

Quick Check

Can children identify the plot? If not, use Additional Instruction on pp. 136–139.

► Build Fluency: Connected Text

Objective Increase reading speed

Review the **Take-Home Book**. Model reading a page for children using appropriate expression and phrasing. Have pairs of children take turns reading the story aloud to each other. Guide them to use the same expression and phrasing as you.

► Writing

Objective Write and share simple sentences

- Have children write simple sentences about the plot in the **Take-Home Book** story.
- Encourage children to write high-frequency words and words containing the /u/ sound.
- Invite children to share their sentences with classmates.

See the Writing lessons on page 123.

Invite children to read the **Take-Home Book** story to their family and friends.

► Self-Selected Reading

Objective Read independently

Have children select books to read on their own. See the Online Bibliography for suggested titles.

Weekly Assessment

Have children complete the Weekly Assessment on **Assessment Book** pages 102–105.

Fluency Use the passage on Assessment Book pages 38–39.

Lesson 16

Grammar
Proper Nouns

Writing
Shared Writing

Lesson 17

More Word Work
Contractions with -s

Grammar
Proper Nouns

Writing
Interactive Writing

Lesson 18

Grammar
Mechanics

Writing
Trait: Word Choice
Independent Writing:
Focus and Plan,
Prewrite and Draft

Lesson 19

More Word Work
Word Sort

Writing
Independent Writing:
Revise and Edit

Lesson 20

Writing
Independent Writing:
Publish and Present

More Word Work

Materials

- large index cards with *but, bun, cub, cut, dug, hug, hut, nut, plug, rub, sun* and **spelling words** *fun, rug, run, tub*
- pocket chart

► Contractions with -s

Objective Understand contractions with -s

- Write the words *she is* and *she's* on the board. Say the words and have children repeat chorally.
- **What do you notice?** Yes, *she is* is two words and *she's* is one word. Explain that *she is* means the same as *she's*. *She's* is a short way to say *she is*.
- Circle the apostrophe. Point out that in *she's* the apostrophe takes the place of the letter *i* in *is*.
- Write *let us* and *let's*. Say the words and have children repeat. *Let us* and *let's* mean the same.
- Circle the apostrophe. **What does the apostrophe take the place of in the contraction *let's*?** Yes, the letter *u* in *us*.
- Repeat with *that is/that's*, *he is/he's*, and *it is/it's*.

► Word Sort: -ub, -ug, -un, -ut

Objective Sort words in word families

- Place the cards for *tub, rug, fun*, and *nut* in three columns in the pocket chart. Point to the letters as you say the sounds and read each word.
- **I notice that each word has a *u* in the middle. Listen to the sounds as I blend them:** /tuuub/, /rrruuug/, /ffuuunnn/, /nnnuut/.
- Hold up the card for *cub*. Say the sounds and pronounce the word. Model placing the card for *cub* under *tub*.
- Repeat for the other cards. Have children sort the cards and then chorally read all the words.

Grammar

► Proper Nouns

Objective Understand proper nouns

- Remind children that the words that name people, places, or things are called *nouns*.
- Explain that the names of particular people, pets, and places are called *proper nouns*.
- Write these sentences on the board: *The dog is big. His name is Bud.* Read the sentences and have children repeat chorally.
- Circle *dog* and *Bud* in the sentences. Ask children to name the proper noun. **Yes, the proper noun is *Bud* because it is a name. All proper nouns begin with a capital letter.**
- Write this group of words on the board: *cat, Tom, dog*. Read each word and have children repeat. Ask children to name the proper noun in the group. **How do you know that *Tom* is a proper noun?**
- Write this sentence on the board: *The girl played with Bud.* Read the sentence aloud. **What words are the nouns in this sentence? Which word is the proper noun?** Circle *girl* and underline *Bud*. Read the sentence and have children repeat chorally.

► Mechanics: Capitalize Proper Nouns

- Remind children that a proper noun begins with a capital letter.
- **When I write my name, I use a capital letter. My name is a proper noun. The names of your friends and pets and the name of the street where you live are also proper nouns.**
- Write these sentences on the board: *We will play with jim. jim has a dog named mud.* Read the sentences and have children repeat chorally.
- Tell children to name the proper nouns in each sentence. Ask: **Are the proper nouns correct? How can we fix them?**

Writing Story

Objective Compose a story

► Shared Writing

- Discuss with children the beginning, middle, and end of the story “Pup and Cat.” Tell children that they will be writing a story about what they like to do with their friends. Point out that writers can make a story interesting by telling about something that is funny.
- Ask children to think of things they like to do with a friend. Have them think about the different steps in the activity. Record children’s responses.
- Use children’s suggestions to write sample sentences: *I walk home with Jan. Then, we walk her dog, Tricks.*
- Point out the proper nouns in the sentences.

► Interactive Writing

- Ask children about what they do first, next, and last in their activity with their friends. Brainstorm examples of different steps in the activities, and record children’s responses.
- Pick an idea to write about, such as walking a dog.
- Model beginning, middle, and ending sentences by writing one of the suggestions: *I walk with Jan and her dog, Tricks. We run in the park. Tricks likes to jump. We take Tricks home.*
- Have children use the class list to create beginning, middle, and ending sentences about something they like to do with a friend.
- Once a sentence is generated, repeat it several times for children. Have children share the pen to help write words or add a punctuation mark. Repeat with more sentences.
- Point out any proper nouns children have used.

► Writing Trait: Word Choice

- Explain to children that good writers use words that are interesting and colorful.
- Tell children that if they are going to write sentences about activities they do with their friends, they can use words that express how they feel.

- Write these sentences: *Tricks can jump. Tricks can jump really high!* Read the sentences and have children repeat chorally. Ask children to tell which sentence is more interesting.

► Independent Writing

Focus and Plan

- Ask children to think about activities they like to do with their friends. Discuss any funny things that might happen during the activity.

Prewrite and Draft

- Ask children to draw pictures for the beginning, middle, and end of their stories. Have them draw something funny that might happen in the middle of the story. For example: *The dog jumped over the cat.*
- Have children draft sentences to go with their drawings.
- Remind children to order the sentences so that the reader can understand the story.

Revise and Edit

- Ask children to check the sentences in their stories. Have them decide if there is a beginning, middle, and end to their stories.
- Have children work with a partner and read each other’s sentences. *Do you understand the story your partner wrote about?*
- Have children check that the proper nouns begin with a capital letter.

- ELL** Have children draw a picture of something they enjoy doing with a friend. Write: *First, we _____. Then, we _____. Guide children in completing the sentence.*

Publish and Present

- Have partners take turns reading their stories to the class.
- Create a class Activities with Friends book.



Reading Triumphs

Materials

- Reading Triumphs pp. 132–133
- Practice Book p. 93
- Sound-Spelling WorkBoards
- Large Letter Cards: *a, b, e, i, k, l, o, p, r, s, w, u*
- Sound-Spelling Cards: *Shell, Sing, Thumb*
- Word Cards: *could, have, make, me, to, together, want, you*

- hand puppet
- markers or counters
- pocket chart

Online Resources

- **IWB** Interactive White Board Phonics Lessons

Working with Words

► Phonemic Awareness

Objective Blend phonemes

Read aloud the following rhyme. Then reread it and invite children to chime in with you:

This and that fish, thin and fat fish,
Fish for a king, fish on a ship,
Fish out of water go flip, flop, flip!

- I Do**
- Listen as the puppet says words from the rhyme sound by sound, then strings together these sounds: /sh/ /i/ /p/, /shiiip/, *ship*; /th/ /i/ /n/, /thiiinn/, *thin*; /k/ /i/ /ng/, /kiiing/, *king*.
 - Repeat with *fish*, *this*, and *that*.

- We Do**
- Explain that *ship* and *fish* have the /sh/ sound, *thin* and *this* begin with /th/, and *king* ends with /ng/.
 - Say *ship*, *thin*, and *king* aloud again. Let's say these words together: *ship*, /sh/ /i/ /p/; *thin*, /th/ /i/ /n/; *king*, /k/ /i/ /ng/. Listen for /sh/, /th/, and /ng/.
 - Repeat with *shell/rush*, *think/this*, and *wing/sing*.

- You Do**
- Model how to place markers in the sound boxes on the **Sound-Spelling WorkBoard** for each of the three sounds in the words *fish*, *that*, and *king*.
 - Ask children to orally blend the phonemes as you point to each marker. Repeat with *shed*, *thick*, *ring*.

See **Practice Book** page 93.

CORRECTIVE FEEDBACK

Model blending the word *ship* using onset and rime. Let's say the word *ship* this way: /sh/ /ip/, *ship*. Now let's blend it: /shiiip/, *ship*. Repeat with *fish*, *think*, *sing*.

Quick Check

Can children blend phonemes? If not, use Additional Instruction on pp. 136–139.

► Phonics

Objective Blend words with /th/th/, /sh/sh/, /ng/-ng

Review Show each of the following **Large Letter Cards** as children say the sound or sounds: *e, o, i, a, u, l, pr, br, sw, sk*. Mix the cards and repeat.

- I Do**
- Display the *Thumb*, *Shell*, and *Sing* **Sound-Spelling Cards**.
 - The letters *t* and *h* together stand for the /th/ sound. Listen to this word: *thin*. The letters *s* and *h* together stand for the /sh/ sound. Listen to this word: *fish*. The letters *n* and *g* together stand for the /ng/ sound. Listen to this word: *ring*.
 - Repeat with *shack*, *dish*, *this*, *with*, and *cling*.
- We Do**
- Write the words *shut* and *thing* on the board. Draw a line under the *sh* in *shut* and then both the *th* and the *ng* in *thing*. Have children chorally say /sh/, /th/, and /ng/ as you point to the letters.
 - Listen as I point to the letters and say the sounds in *shut* and *thing*: /sh/ /u/ /t/, /th/ /i/ /ng/. I hear /sh/ at the beginning of *shut*. I hear /th/ at the beginning of *thing* and /ng/ at the end of *thing*. Try it with me: /sh/ /u/ /t/, *shut*; /th/ /i/ /ng/, *thing*.
 - Repeat with *thin*, *bath*, *shell*, *dish*, and *sung*.

- You Do** Guide children to blend *shed*, *rush*, *thin*, *with*, *wing*.

IWB Online Phonics Lessons: Consonant Digraphs *sh*, *th*, *-ng*

CORRECTIVE FEEDBACK

Write *fish* on the board. Have children circle the *sh* in *fish*. This is the /sh/ sound: /f/ /i/ /sh/, *fish*. Let's blend *fish*: /fffiish/, *fish*. Repeat with *shell*, *thank*, and *rung*.

Quick Check

Can children blend words with /th/th/, /sh/sh/, and /ng/-ng? If not, use the Additional Instruction on pp. 136–139.

Words to Know

► Review High-Frequency Words

Objective Read and use previously introduced high-frequency words

Review high-frequency words introduced in Unit 2, Week 4. *Let's review words we learned before.*

- Hold up **Word Cards** *to, make, could, and have* one at a time. Have children read each word.
- Have children use each word in a sentence.

► High-Frequency Words: *you, me, want, together*

Objective Read high-frequency words

- Display **Word Cards** *you, me, want, and together* in the pocket chart.
- Have children **read, spell, and write** *you*. Point to and say the word *you*. *This is the word you. It is spelled y-o-u. I like to be with you.*
- Follow the same steps to review *me, want, and together*.
- Have children make up sentences using the words. Provide sentence starters such as: *I want to play with ____ or You can ____*. Write the completed sentences on the board.

CORRECTIVE FEEDBACK

Point to, say, and spell *me*. *This word is me. Point to the word and say it with me: me. It is spelled m-e. Spell it with me. What word did you spell?*

Quick Check

Can children read *you, me, want, and together*? If not, use the Additional Instruction on pp. 136–139.

► Oral Vocabulary: Words About Us

Objective Develop oral vocabulary

- **Define** Discuss *you, me, and together* as words that you can use when talking about yourself and friends. Introduce a similar word, such as *group*.
- **Example** Use each word in a sentence. *It is fun to play games with you.*
- **Ask** Place children in one or more groups. Ask them to talk about the group using the words *you, me, and group*.

► Build Fluency: Word Automaticity

Objective Improve word accuracy

Display **Reading Triumphs** page 132. Read each word in “Working with Words,” blending the sounds or saying the words as you read. Have children blend or say each word after you.

Time to Read

► Read “Play with Me”

Objective Read words in connected text

- Have children read aloud “Words to Know.”
- **Choral Reading** Read the story together.
- **Independent Reading** Then have children whisper-read the story independently. Listen while children read, offering guidance as necessary.
- **Partner Reading** Ask children to partner-read “Play with Me.”

► Write

Objective Write letters, words, and a sentence

- Use the **Sound-Spelling WorkBoards**. Say the sound or sounds one at a time: /ng/, /sh/, /fl/, /i/, /a/, /p/, /o/, /s/, /th/, /t/. Have children write the letter or letters. Say each word: *ship, flip, flap, sing, song, that*. Have children write each word.
- Have children write a sentence telling what the seals can do. Provide the sentence starter *The seals can ____*. If children have trouble spelling a word, have them use the sound boxes on the **Sound-Spelling WorkBoards**.

ELL Model writing each word. Have children share sentences orally using the words. Record their sentences. For more support, see pages T6–T7.

See the Grammar and Writing lessons on pages 134–135.



Reading Triumphs

Materials

- Reading Triumphs pp. 132; 134–139
- Practice Book p. 94
- Sound-Spelling WorkBoards
- Large Letter Cards or Letter Tiles: *a, b, d, g, h, i, l, m, n, r, s, t (2), u, w*
- Word Cards: *me, together, want, you*

- hand puppet
- markers or counters

Online Resources

- **IWB** Interactive White Board Comprehension Lessons
- Graphic Organizer: Retelling Chart

Working with Words

► Phonemic Awareness

Objective Identify phonemes in isolation

Read aloud the following rhyme. Then reread it and invite children to chime in with you:

This and that fish, thin and fat fish,
Fish for a king, fish on a ship,
Fish out of water go flip, flop, flip!

I Do Listen as the puppet says each word slowly: *with, fish, king*. I hear /th/ at the end of *with*. I hear /sh/ at the end of *fish*. I hear /ng/ at the end of *king*.

- We Do**
- Ask children to say each word after you, stretching the sounds: *with, fish, king*.
 - Listen as I say the sounds in each word: /wwwiiith/, *with*; /fffiish/, *fish*; /kiiing/, *king*.
 - What sound do you hear at the end of each word? Let's say the sounds: /th/, /sh/, and /ng/.

- You Do**
- Tell children that you will say three words. Ask children to listen for words with the /th/ sound. Say these words: *this, tell, then*; and *bath, with, still*.
 - Which words have the /th/ sound?
 - Repeat for /sh/ with *sun, shut, shop* and *wish, brush, grass*; and for /ng/ with *swing, can, hung*.

CORRECTIVE FEEDBACK

Using the sound boxes on the **Sound-Spelling WorkBoards**, model how to isolate the three sounds in the word *rush*. Stretch the sounds as you drag one marker onto each box. Have children repeat. Continue with *wing, that, ship, and king*.

Quick Check

Do children recognize /th/, /sh/, and /ng/? If not, use the Additional Instruction on pp. 136–139.

► Phonics

Objective Blend words with /th/th/, /sh/sh/, /ng/-ng

Review Show each of the following **Large Letter Cards** or pairs as children say the sounds: *s, sh, a, u, i, and r*. Mix the cards and repeat.

- I Do**
- Use **Letter Cards** or **Letter Tiles** *s, h, u, t*.
 - Model blending for *shut*. Repeat for *this* and *ring*.
 - The letters *s* and *h* together stand for the /sh/ sound. Listen to this word: *shut*. The letters *t* and *h* together stand for the /th/ sound. Listen to this word: *this*. The letters *n* and *g* together stand for the /ng/ sound. Listen to this word: *ring*.
 - Repeat the routine for *that, stung, bring, and dish*.

- We Do**
- Build and blend *sting*: /ssstiing/. Blend it with me.
 - Let's take away the *t* in *sting*. What word did we make? Let's blend the sounds: /sssiing/, *sing*.
 - Repeat to build and blend *swing, wing, and wish*.

- You Do**
- Guide children to change the *sh* in *wish* to *th*. What word did you make? What sound changed to make the word *with*?
 - Continue to have children build and blend words. Start with the word *with*. Change one or two letters at a time to make these words:
math mash rash rang ring thing

See **Practice Book** page 94.

- ELL** Make the /th/, /sh/, and /ng/ sounds, pointing out correct mouth positions. Have children repeat. As children practice saying words in the lesson with /th/, /sh/, or /ng/, review the meaning of words that can be demonstrated in a concrete way. For example, display or draw pictures of a path, a ship, and a king. For more support, see pages T6–T7.

See the More Word Work lessons on page 134.

Words to Know

► High-Frequency Words: *you, me, want, together*

Objective Read high-frequency words

- Hold up the **Word Cards** one at a time: *you, me, want, and together*. Have children **read, spell, and write** each word.
- Then ask children to call out each word as you point to the cards. Repeat in random order at varying speeds.

CORRECTIVE FEEDBACK

Point to, say, and spell *want*. *This word is want. Point to the word and say it with me: want. It is spelled w-a-n-t. Spell it with me. What word did you spell? The first sound in want is /w/. The first letter is w.*

Quick Check

Can children read *you, me, want, and together*? If not, use the **Additional Instruction** on pp. 136–139.

► Oral Vocabulary: Words About Us

Objective Develop oral vocabulary

- Ask children to say the word *me* as they point to themselves, and then say *you* as they point to another child. Point out that together, you are all a group.
- **Define** Explain that two or more people together is a group.
- **Example** Use *group* in a sentence. *A group of us went to the movies.*
- **Ask** *When might you be in a group? What might you and a group of friends do together?*

► Build Fluency: Word Automaticity

Objective Improve word accuracy

Display page 132 of **Reading Triumphs**. Read each word in “Working with Words,” blending the sounds or saying the words as you read. Have children blend or say each word after you. Then say the words in random order. Have children point to the word you say.

Time to Read

► Read “Sing This Song!”

Objective Visualize: Retell

Before Reading Preview the story by reading aloud the title.

- Help children set a purpose for reading: *What do you think the children will do? Let’s find out.*
- Have children read aloud “Words to Know.”

During Reading Read the story together. Use the Retelling Chart to record story events as you read. Guide children in a choral reading. Pause after each spread to check comprehension. After page 135, ask: *What are the children doing?* After page 137: *What do the children do next?* After page 138: *What do the children do last?*

After Reading Remind children that retelling the story events in the order that they happen can help them to understand the story. *We can retell a story by telling what happened in the beginning, the middle, and then the end.* Model retelling “Sing This Song!” *In the beginning, the children sang together and then tapped their heads. In the middle, they pretended to be different animals. In the end of the story, the children ran together.*

IWB **Online Comprehension Lessons:** Retell/ Summarize

► Comprehension Check: **Text Evidence**

Display page 139 of **Reading Triumphs**. Have children retell the story. Guide them to use the evidence in the text and the illustrations to answer the **Think About It** questions.

► Write

Objective Write letters, words, and a sentence

- Use the **Sound-Spelling WorkBoards**. Say the sound(s), one at a time: /s/, /kl/, /t/, /f/, /sk/, /i/, /sh/, /a/, /ng/, /p/. Have children write the letter(s) and each word: *sing, clap, tap, fish, skip*.
- Have children write a sentence about something the kids did in the story.

See the Grammar and Writing lessons on page 134.



Reading Triumphs

Materials

- Reading Triumphs pp. 132; 140–145
- Practice Book pp. 95–96
- Sound-Spelling WorkBoards
- Large Letter Cards or Letter Tiles: *a, c, e, f, g, h, i, n, o, s, t, u*
- Photo Cards: *fish, ring, shell, sing*
- Word Cards: *me, together, want, you*

- hand puppet
- pocket chart
- markers or counters

Online Resources

- **IWB** Interactive White Board Comprehension Lessons
- Graphic Organizer: Retelling Chart

Working with Words

Phonemic Awareness

Objective Segment phonemes

Read aloud the following rhyme. Then read it again and invite children to chime in with you:

Trish has a bird whose name is King.
It's thin and red and loves to sing!

- I Do**
- Listen as the puppet says each sound in a word: /th/ /i/ /n/, *thin*; /t/ /r/ /i/ /sh/, *Trish*; /k/ /i/ /ng/, *King*.
 - Point out /th/ in *thin*, /sh/ in *Trish*, and /ng/ in *King*.
 - Repeat with *Beth*, *that*, *sing*, and *rush*.

- We Do**
- Place markers in the sound boxes on the **Sound-Spelling WorkBoard** for *thin*. Let's say the word *thin* together. There are three markers to stand for three sounds: /th/ /i/ /n/. Listen: /th/ /i/ /n/, *thin*. Let's say the three sounds in *thin* again: /th/ /i/ /n/.
 - Repeat with *Trish*, *sing*, *shop*, and *with*.

- You Do**
- Have children say *thing* and place one marker in the sound boxes for each sound in the word.
 - Have children repeat to segment other words with /th/, /sh/, or /ng/: *think*, *wing*, *crush*, and *sung*.

CORRECTIVE FEEDBACK

Listen as I say this word: *thing*. Now listen as I say each sound in *thing*: /th/ /i/ /ng/. What sound do you hear at the beginning? Let's say the sound together: /th/. What sound do you hear at the end? Let's say it together: /ng/. Repeat with *fish*, *shut*, *that*, and *ring*.

Quick Check

Can children segment phonemes? If not, use the Additional Instruction on pp. 136–139.

Phonics

Objective Blend words with /th/th/, /sh/sh/, /ng/-ng

Review Show the following **Large Letter Cards** or pairs as children say the sound(s): *a, c, e, f, i, o, u, sh, th, ng*. Mix the cards and repeat.

- I Do**
- Show **Large Letter Cards** or **Letter Tiles** *t* and *h*.
 - The letters *t* and *h* together stand for the /th/ sound. Listen to this word: *with*. This is the sound at the end of the word *with*: /th/.
 - Write the word *with* on the board. Draw a line under the letters *th* as you say the sound /th/.
 - Repeat for *s* and *h* with *shut*; for *n* and *g* with *ring*.

- We Do**
- Display **Photo Cards** *fish* and *ring*.
 - Let's name each picture: *fish*, *ring*. Which picture name ends with the /th/ sound? The /ng/ sound?
 - Write *fish* and *ring* on the board.
 - Listen as I say *fish*: /fff/ /iii/ /sh/. I hear /sh/ at the end of *fish*, so I hold up **Letter Cards** *s* and *h*. Let's say *ring*: /rrr/ /iii/ /ng/. Where is the /ng/ sound? When should I hold up **Letter Cards** *n* and *g*?
 - Repeat with **Photo Cards** *shell* and *sing*.

- You Do**
- Have children write the letters *th*, *sh*, or *ng* on the **Sound-Spelling WorkBoards** when you say a word with the /th/, /sh/, or /ng/ sound. Say these words one at a time: *king*, *fish*, *this*, *ship*, *bath*, *sting*.

CORRECTIVE FEEDBACK

Model blending *bath*. Write *b*. Have children say /b/. Write *a*. Have children say /a/, then blend /baaa/. Write *th*. Have children say /th/, then blend /baaath/. Repeat with *them*, *swing*, and *brush*.

Quick Check

Can children blend words with /th/th/, /sh/sh/, /ng/-ng? If not, use the Additional Instruction on pp. 136–139.

Words to Know

► High-Frequency Words: *you, me, want, together*

Objective Read high-frequency words

- Display **Word Cards** *you, me, want, and together* in the pocket chart.
- Say the word *you*. Have children point to and spell the word aloud.
- Follow the same steps to review *me, want, and together*.

See **Practice Book** page 95.

► Oral Vocabulary: Words About Us

Objective Develop oral vocabulary

- **Discuss** Remind children that *you, me, group, and together* are words that can describe things you do with friends. *If you come with me, we can find our group of friends.*
- **Connect** Have children talk about a group using the words *you, me, group, and together*.

► Build Fluency: Word Automaticity

Objective Improve word accuracy

Display page 132 of **Reading Triumphs**. Read each word in “Working with Words,” blending the sounds or saying the words as you read. Have children blend or say each word after you. Then, have children **reread** the previous story from **Reading Triumphs**. Circulate and listen in.

Time to Read

► Read “At the Shop”

Objective Visualize: Retell

Before Reading Preview the story by reading aloud the title and looking at the first picture.

- Help children set a purpose for reading: *What do you think the family will do at the shop?*

During Reading Read the story together. Use a Retelling Chart to help children record what happens in the story. Pause after each spread to check comprehension. After page 141, ask: *What happens in the beginning of the story?* After page 143: *What happens in the middle?* After page 144: *What happens at the end of the story?*

- **Independent Reading** Have children whisper-read the story.

See **Practice Book** page 96.

After Reading Tell children that readers can help themselves retell a story by visualizing, or picturing in their minds, story events. *As I retell the story, I will picture the events in my mind.* Model retelling “At the Shop.” *In the beginning, Beth, Jon, and Mom were at the shop. In the middle, they bought logs, rocks, shells, and other things. In the end of the story, they put the things they bought in the tank for the fish.*

IWB **Online Comprehension Lessons:** Retell/ Summarize

► Comprehension Check: Text Evidence

Display page 145 of **Reading Triumphs**. Guide children to retell the story. Have them use the evidence in the text and the illustrations to answer the **Think About It** questions.

- **ELL** Provide sentence starters to help children retell each event: *First Mom, Beth, and Jon _____. For more support, see pages T6 and T7.*

CORRECTIVE FEEDBACK

Display “At the Shop” and model retelling the story. Guide children to retell a page by asking questions: *Where are the characters now?*

Quick Check

Can children retell the story? If not, use Additional Instruction on pp. 136–139.

► Write

Objective Write sentences

- Use the **Sound-Spelling WorkBoards**. Say each sound: /sh/, /g/, /th/, /ng/, /i/, /f/, /o/, /l/ /p/, /e/, /z/. Have children write the letters and each word: *fish, ship, shells, logs, things.*
- Have children write a sentence about the story. *Beth and Jon buy _____.*

See the Grammar and Writing lessons on pages 134–135.



Reading Triumphs

Materials

- Reading Triumphs pp. 132; 134–138; 140–144
- Sound-Spelling WorkBoards
- Large Letter Cards: *B, b, c, e, g, h, i, k, l, m, n, o, p, r, s, t, u*
- Letter Tiles

- Word Cards: *me, together, want, you*
- hand puppet

Online Resources

- Graphic Organizer: Retelling Chart

Working with Words

► Phonemic Awareness

Objective Identify phonemes in isolation

Read aloud the following rhyme. Then reread it and invite children to chime in with you:

Trish has a bird whose name is King.
It's thin and red and loves to sing!

I Do ■ Use the puppet to model how to isolate sounds.

- Listen as the puppet slowly says *Trish, King, thin, sing, shell*. Listen to the /th/, /sh/, or /ng/ sound in each word.

We Do ■ Ask children to say each word slowly after you: *Trish, King, path*.

- What sound do you hear at the end of each word? Do you hear the /th/, /sh/, or /ng/ sound?
- Repeat this procedure for *fish, sting, and with*; and *sung, math, and wish*.

- You Do** ■ Tell children that you will say three words. Ask children to listen for the words with the /th/ sound. Say these words: *Beth, then, sick*.
- Which words have the /th/ sound?
 - Repeat for /sh/ with *shut, Sam, shop* and then *wish, mush, brass*; and for /ng/ with *clam, cling, swing*.

ELL Make the /th/ sound and point out correct mouth position. Have children repeat. Do the same for /sh/ and /ng/. Then have children practice saying minimal contrast word pairs, such as *shop/stop, clash/class, mesh/mess, his/this, thing/think*. For more support, see pages T6–T7.

► Phonics

Objective Blend words with /th/th/, /sh/sh/, /ng/-ng

Review Show each of the following **Large Letter Cards** or pairs as children say the sound(s): *e, i, k, n, o, r, u, bl, ck, sh, gr*. Mix the cards and repeat.

- I Do** ■ Use **Letter Cards** or **Letter Tiles** *B, e, t, h*.
- The letter *B* stands for /b/. The letter *e* stands for /e/. The letters *th* stand for /th/. Listen as I blend these sounds: /beeeth/, *Beth*. Say it with me: *Beth*.
 - Repeat with *think, mesh, and shut*.

- We Do** ■ Let's change the *ut* in *shut* to *ip*. What word did we make? Let's blend the sounds: /shiiip/, *ship*.
- Now let's change the *p* in *ship* to *n*. What word did we make? Let's blend the sounds: /shiiinnn/, *shin*.

- You Do** ■ Guide children to change the *sh* in *shin* to *th* to make the word *thin*. What word did you make? Blend the sounds in this word.
- Now change the *n* in *thin* to *ck*. What word did you make? Blend the sounds in this word.
 - Change the *ck* in *thick* to *ng*. What did you make? Blend the sounds. Have children continue to change letters to make *cling, sling, and sing*.

See the More Word Work lessons on page 134.

CORRECTIVE FEEDBACK

Give four children **Letter Cards** *s, h, o, p*. Model blending *shop*. Have children with **Letter Cards** *s, h* say /sh/ together and write *sh*. Have other children say /sh/. Repeat for *o* and *p*, blending /shooo/ and then /shooop/. Repeat with *rush, then, and sting*.

Quick Check

Can children blend sounds in words with /th/th/, /sh/sh/, /ng/-ng? If not, use the Additional Instruction on pp. 136–139.

Words to Know

► High-Frequency Words: *you, me, want, together*

Objective Read high-frequency words

- Place **Word Cards** *you, me, want, and together* facedown.
- Tell children that you will turn over the **Word Cards** one at a time for them to read.
- Turn over the cards one at a time and have children chorally call out each word.
- Mix and repeat.
- Have children make up sentences using the words.

CORRECTIVE FEEDBACK

Point to, say, and spell *together*. *This word is together.* Point to the word and say it with me: *together*. It is spelled *t-o-g-e-t-h-e-r*. Spell it with me. What word did you spell? Let's use it in a sentence to talk about something we do in class.

Quick Check

Can children read *you, me, want, and together*? If not, use the Additional Instruction on pp. 136–139.

► Oral Vocabulary: Words About Us

Objective Develop oral vocabulary

- **Confirm** Remind children that *you, me, group, and together* are words they can use to talk about themselves and the people around them.
- **Discuss** Talk about other words that tell about us, such as *team* and *crowd*.
- **Connect** Have children use the words as they talk about activities they do in school and with friends.

For Additional Instruction, see pages 136–139.

► Build Fluency: Word Automaticity

Objective Improve word accuracy

- Display page 132 of **Reading Triumphs**. Read each word in “Working with Words,” blending the sounds or saying the words as you read. Have children blend or say each word after you.
- **Reread** Have children **reread** the previous story from **Reading Triumphs**. Circulate and listen in.

Time to Read

► Read “Sing This Song!” and “At the Shop”

Objective Visualize: Retell

Before Reading Remind children that as they read “Sing This Song!” and “At the Shop” again, they should think about and visualize the events that happen in the beginning, middle, and end of each story. This will help them to retell each story.

During Reading Read “Sing This Song!” together. Pause after each spread and guide children to retell the important events. Model retelling the story.

- Read “At the Shop” together. Pause after each spread and have children retell the events.
- Have children use a Retelling Chart to record the important events in the beginning, middle, and end of the story.
- **Partner Reading** Have partners read one of the stories together. Guide them to retell the story to each other.

After Reading Ask the following questions:

- What did the children do at the beginning of each story?
- What happened in the middle of each story?
- How did each of these stories end?

► Build Fluency: Connected Text

Objective Model fluency

Echo-Read Read each story one page at a time and ask children to read each page after you. Have them read at the same speed and with the same expression that you use.

► Write

Objective Write letters, words, and sentences

- Use the **Sound-Spelling WorkBoards**. Say each sound or sounds: /sh/, /r/, /f/, /t/, /o/, /n/, /a/, /i/, /u/, /nk/, /p/. Have children write the letters and then each word: *run, fun, tank, fish, shop*.
- Ask children to write sentences about the end of the stories. *In the end, _____.*

See the Writing lessons on page 135.



Reading Triumphs

Materials

- Reading Triumphs pp. 134–138; 140–144
- Take-Home Book; Practice Book pp. 97–98
- Listening Library
- Assessment Book
- Photo Cards: *ring, shell, teeth*
- Large Letter Cards or Letter Tiles: *a, b, c, e, f, g, h, i, k, l, m, n, r, s, t, u, w*
- Word Cards: *me, together, want, you*

Online Resources

- Bibliography

Working with Words

► Phonemic Awareness

Objective Review phonemes

- I Do**
- Listen as I say a word in parts: /w/ /i/ /ng/. I can blend these sounds: /wwwiing/. Say it with me: *wing*.
 - The sound at the end of *wing* is /ng/.
 - Repeat this procedure for initial and final /th/ and /sh/ with *bath, thank, shed, and flash*.

- We Do**
- Invite children to sit in a circle.
 - Hold up **Photo Card** *shell*. Have children segment and blend the word *shell* with you: /sh/ /e/ /l/, /sheell/, *shell*.
 - Give a child **Photo Card** *shell*. Ask that child to say *shell* and another word with the /sh/ sound, such as *crash*. Ask children to segment and blend the word *crash* with you: /k/ /r/ /a/ /sh/, /krrraash/, *crash*.
 - Repeat this routine with words with /th/ and /ng/, using **Photo Cards** *teeth* and *ring*.

- You Do**
- Give another child **Photo Card** *shell*. Ask the child to name the picture, then offer another word with the /sh/ sound.
 - Ask children to chorally segment and blend that word if it has the /sh/ sound. Offer children guidance as needed.
 - Continue the activity until each child in the circle has had a turn to hold **Photo Card** *shell* and offer a word with the /sh/ sound.
 - Repeat the activity with words with /th/ and /ng/, using **Photo Cards** *teeth* and *ring*.

► Phonics

Objective Review blending words with /th/th, /sh/sh, /ng/-ng

- I Do**
- Use **Letter Cards** or **Letter Tiles** *t, h, i, n, g*.
 - Run your hand under the letters as you blend them. Listen as I blend these letters: /thiing/, *thing*.
 - Repeat this procedure, building and blending the words *bath, fish, and cling*.

- We Do**
- Display **Letter Cards** or **Letter Tiles** *k, i, n, g*.
 - Let's blend the sounds: /kiiing/, *king*.
 - Repeat to build and blend *sling, wish, and them*.

- You Do**
- Act out the word *swing*, and have children try to guess the word. Then guide them to use the **Letter Cards** or **Letter Tiles** to spell *swing*.
 - Let's blend the sounds in this word together: /ssswwiing/, *swing*.
 - Repeat this procedure with other words with /ng/: *rang, clang, sting, stung*.
 - Then repeat with words with /th/, such as *with, then, and bath*; and with words with /sh/, such as *shut, fresh, shack, and mash*.

Words to Know

► High-Frequency Words: *you, me, want, together*

Objective Review high-frequency words

- Say each high-frequency word, one at a time: *you, me, want, and together*.
- Have children spell and write each word.
- Have children write sentences using each word.
- Tell children to exchange sentences with a partner. Have children read their partner's sentence.

ELL Model using each word in a sentence. For more support, see pages T6 and T7.

Time to Read

► Read Take-Home Book

Objective Review: Visualize: Sequence

- Reread and review "Sing This Song!" and "At the Shop" using the **Listening Library** audio selection. Then read the **Take-Home Book** story together with children.
- Have children whisper-read the **Take-Home Book** story independently. Listen while children read, offering guidance as necessary.
- Ask children to visualize the things that happen in the story in the order in which they happen. See **Practice Book** pages 97–98.

► After Reading

Have children work with partners to act out what happens at the beginning, middle, and end of "Sing This Song!," "At the Shop," and the **Take-Home Book** story. Ask them questions such as: *How did each story begin? What happened during each story? What happened at the end of each story?*

CORRECTIVE FEEDBACK

Display "At the Shop" and guide children to retell each page by asking questions. For example: *Where are Beth and Jon? What are they doing?*

Quick Check

Can children retell a story? If not, use the Additional Instruction on pp. 136–139.

► Build Fluency: Connected Text

Objective Increase reading speed

- Review the **Take-Home Book** story and talk about what it means to read with expression. Have pairs take turns reading aloud the story to each other.
- Guide children to read the story aloud with the appropriate expression, pausing and stopping where the punctuation marks dictate.

► Writing

Objective Write and share simple sentences

- Have children draw three pictures of what happens in the beginning, middle, and end of the **Take-Home Book** story. Have them write a sentence for each picture.
- Encourage children to write high-frequency words and words with *th*, *sh*, and *-ng*.
- Invite children to share their sentences and pictures with partners.

See the Writing lessons on page 135.

Invite children to read the **Take-Home Book** story to their family and friends.

► Self-Selected Reading

Objective Read independently

Have children select books to read on their own. See the Online Bibliography for suggested titles.

Weekly Assessment

Have children complete the End-of-Unit Assessment on **Assessment Book** pages 106–111.

Fluency Use the passage on Assessment Book pages 38–39.

Lesson 21

Grammar
Days, Months, Holidays

Writing
Shared Writing

Lesson 22

More Word Work
Inflectional Ending -ing

Grammar
Days, Months, Holidays

Writing
Interactive Writing

Lesson 23

Grammar
Mechanics

Writing
Trait: Word Choice
Independent Writing:
Focus and Plan,
Prewrite and Draft

Lesson 24

More Word Work
Word Sort

Writing
Independent Writing:
Revise and Edit

Lesson 25

Writing
Independent Writing:
Publish and Present

More Word Work

Materials

- large index cards with *hung, ring, sang, shed, shell, then, think, this, wing* and **spelling words** *ship, shop, sing*
- pocket chart

► Inflectional Ending -ing

Objective Understand inflectional ending -ing

- Write these words on the board: *spell, spelling*. Point to the letters as you say the sounds and read each word. **Listen as I say the sounds in each word:** /s/ /p/ /e/ /l/, /ssspeelll/; /s/ /p/ /e/ /l/ /i/ /ng/, /ssspeellliinnng/. Have children chorally repeat.
- Repeat with the words: *think, thinking; ring, ringing; wish, wishing*.
- Underline the -ing in the words. Explain that the -ing at the end of each word means that the action is happening now, at the present time.
- Write on the board and read:
Today we are _____ a new song. (sing/singing)
Ask children to choose the correct word. Read aloud the sentence.

► Word Sort: th-, sh-, -ng

Objective Sort words in word families

- Place the cards for *think, ship, and ring* in three columns in the pocket chart. Point to the letters as you say the sounds and read each word. **Listen as I say the sounds in each word:** /th/ /i/ /nk/, /thiiink/; /sh/ /i/ /p/, /shiiip/; /r/ /i/ /ng/, /riiing/.
- Hold up the card for *this*. Model placing the card for *this* under *think*.
- Repeat for the other cards. Have children sort the cards and read all the words.
- You may wish to extend to include final -th and -sh, using *with, path, bath* and *fish, wish, smash*.

Grammar

► Days, Months, and Holidays

Objective Understand proper nouns

- Remind children that the names of particular people, pets, and places are called *proper nouns*.
- Explain that the names of the days of the week are proper nouns, too. *Sunday, Monday, and Tuesday* are names for days of the week. **Can you name the other days?** Write the names of the days on the board. Point out that all proper names begin with a capital letter. Read each day name and have children repeat chorally.
- Tell children that the names of the months in a year are also proper nouns. **Can you name the months?** Write their responses on the board, filling in the names of any missing months. Read the month names and have children repeat chorally.
- Ask children if they know the name of any holidays. Write their responses on the board. Have children tell the name of the month the holiday falls in: for example: *Labor Day is in September*.
- Point out that some holidays always fall on the same day in the same month. Write and say: *Labor Day is always on a Monday in September*.

► Mechanics: Capitalize Proper Nouns

- Write *Labor Day* and *Memorial Day* on the board. Underline the capital letters in the holiday names.
- I notice that the word *Day* has a capital letter, too. It is a part of the holiday name. All words in a name should start with a capital letter. It's just like when you write your first name and your last name. Both names begin with a capital letter.
- Write this sentence: *Memorial day is always on a monday in May*.
- Ask children to name the proper nouns. **Which proper nouns need capital letters?**

Writing Story

Objective Write sentences for a story

► Shared Writing

- Discuss with children the beginning, middle, and end of the story “At the Shop.” Tell children that they will be writing a story about things they buy at a shop.
- Ask children to think of things they buy at different shops. Draw a two-column chart on the board with the headings, “Name of Shop” and “Things I Buy There.” Record children’s responses on the chart.
- Use children’s suggestions to write sample sentences: *I go to Jill’s Toy Shop. I get a yo-yo.*
- Point out the nouns and proper nouns in the sentences.

► Interactive Writing

- Ask children about what they do first, next, and last when they go to a shop with a parent. Brainstorm examples and record children’s responses on the board.
- Pick one idea to write about, such as going to a toy shop.
- Model beginning, middle, and ending sentences by writing one of the suggestions: *I go to the toy shop with my mom. I look at the yo-yo. I look at crayons. We buy the yo-yo.*
- Have children use the class list to create beginning, middle, and ending sentences about trips they have made to a shop with a parent.
- Once a sentence is generated, repeat it several times for children. Have children share the pen to help write words or add a punctuation mark. Repeat with more sentences.
- Point out any nouns or proper nouns children have used.

► Writing Trait: Word Choice

- Remind children that writers can use words that are interesting and colorful in their writing.

- If children are going to write sentences about things they see in a shop, they can use interesting and colorful words.
- Write and read aloud these sentences: *The yo-yo is fun. The yo-yo is really fun because it is so fast!* Ask children to tell which sentence is more interesting to read.

► Independent Writing

Focus and Plan

- Ask children to think about things they see at a shop with their parents. Discuss the order of the shopping trip: going to the shop, looking at things, choosing things, buying things.

Prewrite and Draft

- Ask children to list some things that they look at in a particular shop. Ask them to draw pictures of some of the things that can be found in that shop.
- Tell children not to reveal the name of the shop until the end. *A story is more interesting when the reader tries to guess what the writer is writing about.*
- Have children draft beginning, middle, and ending sentences about their shopping trip.
- Remind children to order the sentences so that the reader can understand the story.

Revise and Edit

- Ask children to check the sentences in their stories. Have them decide if there is a beginning, middle, and end to their stories.
- Have children work with a partner and read each other’s sentences. *Do you understand the story your partner wrote about?*
- Have children check that all the proper nouns begin with a capital letter.

ELL Have children draw a picture of a shop they like to go to with their parents. Write: *We go to the _____. There are _____ and _____. Guide children in identifying a store and two things that are in the store to fill in the sentence frames.*

Publish and Present

- Have partners take turns reading their stories aloud.
- Create a class At the Shop book.



Assessment Book

Choose from the Additional Instruction for children who need more support. Use End-of-Unit Assessment to check children's progress.

Working with Words

Materials

- Reading Triumphs pp 104; 118; 132
- Photo Cards: *bridge, crown, spoon, star*
- Sound-Spelling Cards: *Shell, Sing, Thumb, Umbrella*
- Sound-Spelling WorkBoards
- Large Letter Cards: *a–z*
- Letter Tiles
- markers or counters
- hand puppet

Online Resources

- **IWB** Interactive White Board
Phonics Lessons

Phonemic Awareness

Objective Isolate and blend phonemes

Review Phonemes Display **Photo Cards** *spoon* and *star*. Listen to the sounds at the beginning of the words *spoon* and *star*. *Spoon* begins with the sounds /sp/. Say them with me: /sp/. What sounds do you hear at the beginning of *star*? Yes, *star* begins with the sounds /st/. Let's say both beginning sounds again: /sp/, /st/. These are s-blends. Repeat for r-blends with **Photo Cards** *bridge* and *crown*.

- For lessons 16–20, display the **Umbrella Sound-Spelling Card**. Listen to the sound at the beginning of *umbrella*. Say the sound with me: /u/. This is the short *u* sound. Review /u/ in the medial position. Short *u* is in the middle of *bug*. Say the sound: /u/. Say the word: /buuug/, *bug*.
- For lessons 21–25, tell children the word *shell* begins with /sh/. Listen as I say the sounds in this word: /sheeell/, *shell*. What sound do you hear at the beginning of this word? Let's say the sound: /sh/. Repeat for *th* and *ng*, using *thumb* and *sing*.

Blend Phonemes Tell children to listen as you string sounds together to form a word: /s/ /n/ /i/ /p/, /ssnnniip/, *snip*. Have children repeat. Point out that *snip* has the /s/ and /n/ sounds blended together at the beginning.

- Have children listen and repeat as you say: /s/ /k/ /i/ /m/, /ssskiiimmm/, *skim*. Point out that *skim* has /s/ and /k/ blended together at the beginning.
- Let's say more words. Listen for s-blends: /s/ /t/ /a/ /n/ /d/, /sstaaannnd/, *stand*; /s/ /w/ /i/ /m/, /sswwwiiimmm/, *swim*.
- Model placing markers in the sound boxes on the **Sound-Spelling WorkBoards**. I will place a marker in a box for each sound: /s/ /p/ /i/ /n/. Now I will point to a marker as I say each sound and string the sounds together: /sspiinnn/, *spin*. Have children take turns placing the markers in the sound boxes as they blend: *stop, snack, brick, trim*.
- For lessons 16–20, use the above routine for short *u* using the words *cup, mud, club, plum, truck*.
- For lessons 21–25, use the above routine for consonant digraphs using the words *ship, shut, wish, hush; thank, math; and wing, sung, bang*.

Segment Phonemes Tell children to listen as the puppet says each sound in these words: *spot*, /s/ /p/ /o/ /t/; *swell*, /s/ /w/ /e/ /l/; *scan*, /s/ /k/ /a/ /n/. Point out the initial /s/ sound in each word.

- Place four markers in the sound boxes on the **Sound-Spelling WorkBoard**. Listen: *skin*. Let's say *skin*. Each marker stands for one sound. What sound do you hear at the beginning? (/s/) Which marker stands for this sound? Yes, the first marker stands for /s/. What sound do you hear next? (/k/)
- Place four markers in the sound boxes. Listen: *stick*. Say it with me. What sound do you hear at the beginning? (/s/) Which marker stands for /s/? (the first marker) How many sounds are in *stick*? (four) Repeat with r-blend words: *brag, trap, crib*.
- Have children take turns placing four markers in the sound boxes and pointing to the marker that stands for /s/ in the words *spill, stuck, swam*.
- For lessons 16–20, repeat the above routine for short *u* using the words *snug, up, cut, tuck, drum*.
- For lessons 21–25, repeat the above routine for consonant digraphs with *shut, fish, thin, with, bring*.

► Phonics

Objective Decode words with *s*-blends, *r*-blends; /u/u; *th*, *sh*, *-ng*

Review Letter/Sound Correspondence Display **Large Letter Cards** *s* and *t*. The name of this letter is *s*. The name of this letter is *t*. The letters *s* and *t* can be blended together to make the sounds /st/. These are the sounds at the beginning of *step*. Listen: /st/ /e/ /p/, *step*. Repeat with *swam*, *trip*, *crab*.

- For lessons 16–20, display **Sound-Spelling Card Umbrella**. The letter *u* can stand for the short *u* sound /u/, as in the beginning of the word *umbrella*. This is also the sound in the middle of *hum*: /huuummm/, *hum*. Write the word *hum*. Underline the letter *u* as you say the sound /u/.
- For lessons 21–25, repeat the above routine for consonant digraphs using the words *rush*, *thin*, *wing*.

Blend Words Use the **Letter Tiles** to model blending words. Place **Letter Tiles** *s*, *w*, *i*, *m* in the sound boxes on the **Sound-Spelling WorkBoard**.

- The letter *s* stands for the sound /s/. The letter *w* stands for /w/. The letter *i* stands for /i/. The letter *m* stands for the sound /m/. Listen as I blend all three sounds together: /ssswwiiimmm/, *swim*.
- Place **Letter Tiles** *t*, *r*, *i*, *p* in the sound boxes on the **Sound-Spelling WorkBoard**. What sound does *t* stand for? Yes, it stands for /t/. What sound does *r* stand for? Yes, it stands for /r/. What sound does *i* stand for? Yes, it stands for /i/. What sound does the letter *p* stand for? Yes, it stands for /p/. Let's blend all the sounds together: /trrrriip/, *trip*. Repeat using the words *scam*, *skip*, *drip*, *brand*.
- Have children take turns placing **Letter Tiles** in the sound boxes and blending sounds to form words.
- For lessons 16–20, repeat the above routine for short *u* using the words *plug*, *sun*, *pup*, *must*.
- For lessons 21–25, repeat the above routine for consonant digraphs using the words *shop*, *wish*, *think*, *sing*, *lash*.

Build Words Use the **Letter Tiles** to model building words. Place **Letter Tiles** *s*, *l*, *i*, *p* in the sound boxes on the **Sound-Spelling WorkBoard**. Guide children to blend the sounds: /s/, /l/, /i/, /p/, /ssllliip/, *slip*.

- Let's change the *i* in *slip* to *a*. What word did we make? The letter *s* stands for /s/. The letter *l* stands for /l/. The letter *a* stands for /a/. The letter *p* stands for /p/. Listen as I blend all four sounds together: /sslllaap/, *slap*. We made *slap*.
- Change the letter *p* in *slap* to *m*. What word did we make? Blend the sounds with me: /s/ /l/ /a/ /m/, /sslllaamm/, *slam*. We made the word *slam*.
- Let's change *s* in *slam* to *c*. Let's read the word: *clam*. Continue changing one or more letters to make the following words: *cram*, *crab*, *slab*, *slack*, *stack*, *track*, *trap*, *trip*, *trick*.
- Have children take turns changing one or more **Letter Tiles** to make new words.
- Write the words, saying each sound and the letter or letters that stand for it. Then guide children to blend and build: *slip*, *slap*, *slam*, *clam*, *cram*, *crab*, *slab*, *slack*, *stack*, *track*, *trap*, *trip*, *trick*.
- For lessons 16–20, use the words *up*, *cup*, *cub*, *cut*, *hut*, *hug*, *dug*, *rug*, *bug*, *bus*, *bust*, *crust*.
- For lessons 21–25, use: *thing*, *think*, *thick*, *shack*, *sham*, *them*, *then*, *this*.

Fluency: Letter Naming Tell children that you will hold up **Large Letter Cards**. They should name each letter. Hold up the **Letter Card** for each letter of the alphabet one at a time, in random order.

Fluency: Letter/Sound Correspondence Tell children that you will hold up **Letter Cards**. They should say the sound or sounds that the letters stand for. Hold up the **Letter Card** for each letter of the alphabet one at a time, in random order.

Fluency: Word Automaticity For lessons 11–15, display page 104 of **Reading Triumphs**. Read each word in "Phonics," blending the sounds and then saying the words as you read. Have children blend sounds and say the word after you.

- For lessons 16–20, repeat the above routine using page 118 of **Reading Triumphs**.
- For lessons 21–25, repeat the above routine using page 132 of **Reading Triumphs**.

ELL For more support, see pages T6–T7.

IWB For additional activities, use **Online Phonics Lessons**: *r*-blends/*s*-blends, Short *u*, Consonant Digraphs.

Words to Know

Materials

- Reading Triumphs pages 104, 105; 118, 119; 132, 133
- Word Cards: *could, for, have, here, live, make, many, me, to, together, want, you*
- Sound-Spelling WorkBoards
- pocket chart

► High-Frequency Words

Objective Reteach high-frequency words *live, many, here, for* (Lessons 11–15); *to, make, could, have* (Lessons 16–20); *you, me, want, together* (Lessons 21–25)

- Display **Word Cards** in the pocket chart.
- **Read, spell, and write** each word and use it in a sentence: *This is the word want. It is spelled w-a-n-t. Want. I want to go to the store.*
- Have children chorally say each word aloud as you point to it. Point to each letter as children chorally spell the word aloud.
- Point out letters and their sounds that children have learned. *The word want ends with the letters nt. We know that the letters nt stand for the /nt/ sounds. The word want ends with the /nt/ sounds.*
- Hold up one **Word Card** at a time. Have children chorally read aloud each word. Have children write each word on their **Sound-Spelling WorkBoards** as they spell it aloud. Guide children to say a sentence using each word.
- Provide sentence starters using the words. For example: *I could run to ____; Could I have ____?* Have children take turns orally completing the sentences. Write the sentences and then read them aloud. Have children take turns underlining the high-frequency words in the sentences.
- Have partners work together to write sentences using the high-frequency words.

Fluency: Word Automaticity For lessons 11–15, display page 104 of **Reading Triumphs**. Read aloud each word in “Words to Know.” Have children read aloud each word after you.

- For lessons 16–20, repeat the above routine using page 118 of **Reading Triumphs**.

- For lessons 21–25, repeat the above routine using page 132 of **Reading Triumphs**.

Fluency: Connected Text Display page 105 of **Reading Triumphs**. Read “Skip and Scat” aloud. Have children read the passage after you. Guide children to blend the sounds of decodable words and say each high-frequency word.

- For lessons 16–20, repeat the routine using “The Jumping Pup” on page 119 of **Reading Triumphs**.
- For lessons 21–25, repeat the routine using “Play with Me” on page 133 of **Reading Triumphs**.

► Oral Vocabulary

Objective Develop oral vocabulary

- **Quantity Words (Lessons 11–15)** Remind children that *many, few, some, most, and lots* are words they can use to describe quantity, or the number of things. *Some people have many jobs.*
- Have children pick up items in the classroom, hold them up, and use the words *many, few, some, and lots* to describe them.
- Then have partners work together to create sentences using *many, few, some, most, and lots*. Have them repeat their sentences aloud.
- **Pet Words (Lessons 16–20)** Remind children that when we talk about our pets, we use words such as *have, pup, cat, make, responsibility, feed, and care*. *It is a big responsibility to have a pup or a cat.*
- Have children name things that pets can do using the words *have, pup, cat, and make*.
- Have partners work together to orally create sentences using the oral vocabulary words *have, pup, cat, make, responsibility, feed, and care*.
- **Words About Us (Lessons 21–25)** Remind children that words like *you, me, group, together, team, and crowd* can be used when they are talking about themselves or their friends. *Together we make a good team.*
- Have children get into small groups. Ask them to use the words *group, together, and team* to describe something they could do together.
- Then have partners work together to create sentences using the oral vocabulary words *you, me, group, together, team, and crowd*.

Time to Read

Materials

- Reading Triumphs pp. 106–110, 111; 120–124, 125; 140–144, 145

Online Resources

- **IWB** Interactive White Board Comprehension Lessons
- Graphic Organizers: Main Idea and Details Chart; Plot Chart; Retelling Chart

► Comprehension: Text Evidence

Objective Review comprehension skills

Main Idea and Details (Lessons 11–15) Tell children that as they read, they can look for important details in the words and photographs. Remember to think about the most important details and what the selection is mainly about.

- Display **Reading Triumphs** page 106. Let's reread "Frogs, Frogs, Frogs!" As we read, we will list details on the Main Idea and Details Chart.
- Read pages 106 and 107: What important detail did we read on these pages? (Frogs hop.) Let's add the detail to the chart.
- Read pages 108 and 109: What details did we read on these pages? (Frogs live and swim in ponds and sit on pads.) What details can we get from the photographs? (Frogs are brown and green. They have spots.) Let's add the detail to the chart.
- Read page 110: What detail did we read on this page? (Frogs sit on rocks.) What do all the details have in common? (They tell about what frogs do.)
- Review Comprehension Check, page 111. 1. What is the story about? (what frogs can do) 2. What does a frog look like? (A frog is brown or green. Frogs have spots. They look slimy.) Add details to the chart.

Plot (Lessons 16–20) Tell children that stories usually have a plot. The plot is what happens in the beginning, the middle, and at the end of a story. Usually, the plot tells how a character solves a problem.

- Display **Reading Triumphs** page 120. As we reread "Pup and Cat" we will record the details from the story on the Plot Chart.

- Read pages 120 and 121: What happens at the beginning of the story? (Pup is sleeping and Cat wakes him up.) What is Pup's problem? (Cat taps him.) Let's add those details to our Plot Chart.
- Read pages 122 and 123: What happens in the middle of the story? (Pup is mad and chases Cat. Then they make up.) Let's add this to our chart.
- Read page 124: What is the last thing that happens in the story? (Pup and Cat nap.)
- Review Comprehension Check, page 125. 1. Why is Pup mad? (Cat wakes him up.) 2. What happens at the end? (Pup and Cat make up. They take a nap.)

Retell (Lessons 21–25) Remind children that retelling the story events in the order they happen can help them to understand the story. You can retell a story by telling what happened in the beginning, the middle, and the end.

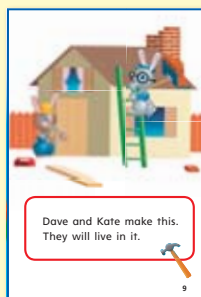
- Display **Reading Triumphs** page 140. Let's reread "At the Shop." As we read, we will list events on the Retelling Chart.
- Read pages 140 and 141: What happens at the beginning of the story? (Beth and Jon are shopping. Beth gets a red ship and Jon gets tan logs.) Let's add this to our chart.
- Read pages 142–143: What happens in the middle of the story? (Beth gets rocks and Jon gets shells.) Let's add the clues to our chart.
- Read page 144: What happens at the end of the story? (Beth and Jon put the things they got into the fish tank.) Let's add this to our chart.
- Review Comprehension Check, page 145. 1. What do Beth and Jon get at the shop? (a red ship, tan logs, rocks, and shells) 2. What do they do with the things they buy? (They put them into their fish tank.)

ELL For more support, see pages T6–T7.

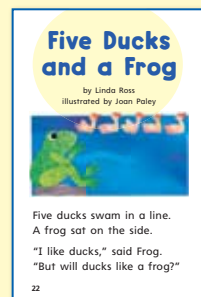
IWB Online Comprehension Lessons: Main Idea and Details; Problem and Solution; Retell/Summarize

Self-Selected Reading

Have children select books. Guide them to find important details and the main idea, think about the plot, and retell the story or selection.



pp. 8–13



pp. 22–27

Working with Words

• Phonemic Awareness

• Phonics

Words to Know

• High-Frequency Words

• Oral Vocabulary

• Build Fluency

Time to Read

• Reading Triumphs

• Comprehension

• Write

Language Arts

• Grammar

• Writing

Assessment

• Informal

• Formal

Week 1, Lessons 1–5

Phonemic Awareness

- Listen for /ā/

Phonics

- Introduce Long /ā/a_e
- Review Consonant Digraphs /th/th, /sh/sh, and /ng/-ng

High-Frequency Words

- *today, eat, said, away*

Oral Vocabulary

- Eating Words

Fluency

- Word Automaticity; Connected Text

Read

- “Fox and Grapes,” “Dave and Kate,” and “Jake’s Cake”

Strategy: Analyze Story Structure

Skill: Retell

Daily Writing Prompts

Dictation

Grammar

- Verbs
- Mechanics: Exclamation Marks and Commas

Writing

- **Sentence Fluency:** Story



Phonemic Awareness, Phonics, High-Frequency Words, and Comprehension

- **Weekly Assessment, Assessment Book pp. 112–115**

Week 2, Lessons 6–10

Phonemic Awareness

- Listen for /ī/

Phonics

- Introduce Long /ī/i_e; Soft *c*, Soft *g*, -*dge*
- Review Long /ā/a_e

High-Frequency Words

- *where, now, how, there*

Oral Vocabulary

- Position Words

Fluency

- Word Automaticity; Connected Text

Read

- “Where Will Pig Hide?” “Five Ducks and a Frog,” and “Miss Fine’s Dime”

Strategy: Analyze Story Structure

Skill: Make Predictions

Daily Writing Prompts

Dictation

Grammar

- Present-Tense Verbs
- Mechanics: Book Titles

Writing

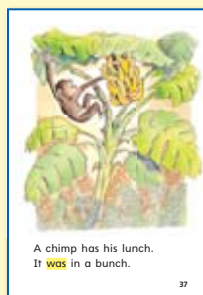
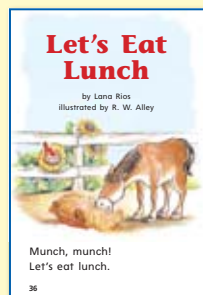
- **Sentence Fluency:** Persuasive



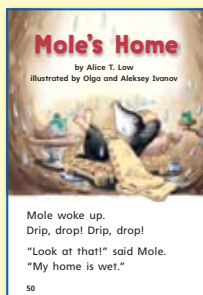
Phonemic Awareness, Phonics, High-Frequency Words, and Comprehension

- **Mid-Unit Assessment, Assessment Book pp. 116–121**

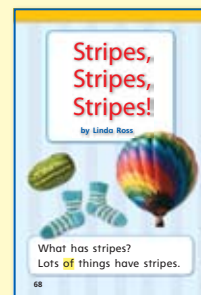
Additional Instruction, Weeks 1–2, pages 166–169



pp. 36–41



pp. 50–57



pp. 68–73

Week 3, Lessons 11–15

Phonemic Awareness

- Listen for Consonant Digraphs /ch/ and /hw/

Phonics

- Introduce Consonant Digraphs /ch/ch, -tch and /hw/wh-; Consonant Digraph /f/ph
- Review Long /i/i_e; Soft c, Soft g, -dge

High-Frequency Words

- our, your, under, was

Oral Vocabulary

- Taste Words

Fluency

- Word Automaticity; Connected Text

Read

- "Our Lunch," "Let's Eat Lunch," and "Snakes, Snakes, Snakes!"

Strategy: Monitor Comprehension/Reread

Skill: Main Idea and Details

Daily Writing Prompts

Dictation

Grammar

- Past-Tense Verbs and Future-Tense Verbs
- Mechanics: Capitalize Proper Nouns

Writing

- **Sentence Fluency:** Persuasive

Quick Check Phonemic Awareness, Phonics, High-Frequency Words, and Comprehension

- **Weekly Assessment, Assessment Book pp. 122–125**

Week 4, Lessons 16–20

Phonemic Awareness

- Listen for /ō/ and /ū/

Phonics

- Introduce Long /ō/o and Long /ū/u; Silent Letters kn, gn, wr
- Review Consonant Digraphs /ch/ch, -tch; /hw/wh-; /f/ph

High-Frequency Words

- new, she, work, he

Oral Vocabulary

- Music Words

Fluency

- Word Automaticity; Connected Text

Read

- "A Singing Mule," "Mole's Home," and "June's Flute"

Strategy: Monitor Comprehension/Reread

Skill: Draw Conclusions

Daily Writing Prompts

Dictation

Grammar

- Is and Are
- Mechanics: Capital Letters and Sentence Punctuation

Writing

- **Presentation:** Descriptive

Quick Check Phonemic Awareness, Phonics, High-Frequency Words, and Comprehension

- **Weekly Assessment, Assessment Book pp. 126–129**

Week 5, Lessons 21–25

Phonemic Awareness

- Listen for Three-Letter Blends /skr/, /spl/, /spr/, /str/

Phonics

- Introduce Three-Letter Blends /skr/scr-, /spl/spl-, /spr/spr-, /str/str-; Three-Letter Blend /thr/thr-
- Review Long /ō/o and Long /ū/u; Silent Letters kn, gn, wr

High-Frequency Words

- put, water, of, done

Oral Vocabulary

- Design Words

Fluency

- Word Automaticity; Connected Text

Read

- "A Bath for Scruff," "Stripes, Stripes, Stripes!" and "Let's Help!"

Strategy: Monitor Comprehension/Reread

Skill: Compare and Contrast

Daily Writing Prompts

Dictation

Grammar

- Contractions with not
- Mechanics: Apostrophes

Writing

- **Presentation:** Descriptive

Quick Check Phonemic Awareness, Phonics, High-Frequency Words, and Comprehension

- **End-of-Unit Assessment, Assessment Book pp. 130–135**

Additional Instruction, Weeks 3–5, pages 206–209



Reading Triumphs

Materials

- Reading Triumphs pp. 6–7
- Practice Book p. 99
- Sound-Spelling WorkBoards
- Large Letter Cards: *a, b, c, k, l, m, p*
- Word Cards: *away, eat, me, said, today, together, want, you*
- hand puppet
- markers or counters
- pocket chart

Working with Words

► Phonemic Awareness

Objective Blend phonemes

Read aloud the following rhyme. Then reread it and invite children to chime in with you:

Kate, Kate will bake a cake
And put it on a pretty plate.

I Do

- Listen as the puppet says some words from the rhyme sound by sound. Then listen as the puppet strings together these sounds: /k/ /āāā/ /t/, *Kate*; /k/ /āāā/ /k/, *cake*.

We Do

- Tell children that *Kate* and *cake* have the /ā/ sound.
- Say the words *Kate* and *cake* aloud again. Let's say these words together: *Kate*, /k/ /āāā/ /t/; *cake*, /k/ /āāā/ /k/. Listen for the /ā/ sound.
- Repeat with *gate/late, came/game, and made/shade*.

You Do

- Model how to place markers in the sound boxes on the **Sound-Spelling WorkBoard** for each of the sounds in the word *cake*.
- Ask children to orally blend the phonemes as you point to each marker.
- Repeat with *lake, take, and bake*.

See **Practice Book** page 99.

CORRECTIVE FEEDBACK

Model how to blend the word *cake* using onset and rime. Let's say the word *cake* together in this way: /k/ /āk/, *cake*. Now let's blend *cake*: /kāāāk/, *cake*. Continue with *lake, take, and bake*.

Quick Check

Can children blend phonemes? If not, use the Additional Instruction on pp. 166–169.

► Phonics

Objective Blend words with /ā/a_e

Review Show each of the following **Large Letter Cards** as children say each sound: *a, b, c, k, l, m, p*. Mix the cards and repeat.

I Do

- Display **Large Letter Card a**. The letter *a* can stand for the long *a* sound: /ā/. This is the sound in the middle of *bake*. Listen: /b/ /ā/ /k/, *bake*.
- Repeat with the words *Dave, came, and plate*.

We Do

- Write the word *bake* on the board. Point to the *a* in *bake*. Have children chorally say /ā/. I hear the sound /ā/ in the middle of *bake*. Try it with me: /b/ /āāā/ /k/, *bake*.
- Circle the letters *a-k-e* in *bake*. I see the letter *e* in *bake*, but I don't hear it. In the word *bake*, the letter *e* is silent. When I see a vowel that is followed by a consonant and a silent *e*, I know that the vowel has a long sound. The vowel *a* in *bake* stands for the long *a* sound: /ā/.
- Repeat this procedure with the words *Kate, cape, and made*. Point out the VCe pattern in each word.

You Do

- Model blending these words sound by sound. Then have children repeat.
cake late plate grade save name

CORRECTIVE FEEDBACK

Write the word *cake* on the board. Have children circle the *a* and the *e*. This is the /ā/ sound in the middle of *cake*: /k/ /ā/ /k/, *cake*. Let's blend *cake*: /kāāāk/, *cake*. Repeat with *lake, take, bake*.

Quick Check

Can children blend words with /ā/a_e? If not, use the Additional Instruction on pp. 166–169.

Words to Know

► Review High-Frequency Words

Objective Read and use previously introduced high-frequency words

Review high-frequency words introduced in Unit 2, Week 5. *Let's review words we learned before.*

- Hold up **Word Cards** *you, me, want, and together* one at a time. Have children read each word.
- Have children use each word in a sentence.

► High-Frequency Words: *today, eat, said, away*

Objective Read high-frequency words

- Display **Word Cards** *today, eat, said, and away*.
- Have children **read, spell, and write** *today*. Point to and say the word *today*. *This is the word today. It is spelled t-o-d-a-y. Today we will read a new story.* Have children write the word as they spell it aloud.
- Follow the same steps to introduce *eat, said, and away*.
- Have children make up sentences using the words. Provide sentence starters such as *I like to eat ____* or *The boy said ____*. Write the completed sentences on the board.

CORRECTIVE FEEDBACK

Point to, say, and spell *eat*. *This word is eat. Point to the word and say it with me: eat. It is spelled e-a-t. Spell it with me. What word did you spell?*

Quick Check

Can children read *today, eat, said, and away*? If not, use the Additional Instruction on pp. 166–169.

► Oral Vocabulary: Eating Words

Objective Develop oral vocabulary

- **Define** Talk about the words *eat, cake, cook, and hungry* as words that we can use when we are talking about eating.
- **Example** Use each word in a sentence. *I cook when I want to eat.*
- **Ask** Have children pantomime cooking and then eating as they say the words.

► Build Fluency: Word Automaticity

Objective Improve word accuracy

Display **Reading Triumphs** page 6. Read each word in “Working with Words,” blending the sounds or saying the words as you read. Have children blend or say each word after you.

Time to Read

► Read “Fox and Grapes”

Objective Read words in connected text

- Have children read aloud “Words to Know.”
- **Choral Reading** Read “Fox and Grapes” together. Point out the quotation marks and explain that these show when a character is speaking. Point out that the words in the quotation marks are followed by the words *asked* or *said* and the name of the character who spoke.
- **Independent Reading** Have children whisper-read the story independently. Listen while children read, offering guidance as necessary.
- **Partner Reading** Finally, ask children to partner-read “Fox and Grapes.”

► Write

Objective Write letters, words, and a sentence

- Use the **Sound-Spelling WorkBoards**. Say these sounds one at a time: /ā/, /d/, /b/, /gr/, /k/, /p/, /t/, /m/, /s/. Have children write the letter or letters. Say each word: *grapes, tape, tame, made, bake*. Have children write each word.
- Have children write what Fox will eat. Provide the sentence starter *Fox will eat ____*.

ELL Write each word, blending the sounds to form the word. Then share the pen with children, having them write the letters that they know. For more support, see pages T6–T7.

See Grammar and Writing lessons on pages 152–153.



Reading Triumphs

Materials

- Reading Triumphs pp. 6; 8–13
- Practice Book p. 100
- Sound-Spelling WorkBoards
- Large Letter Cards: *a, c, d, e, f, g, h, k, m, n, s, t, u, v, w*
- Letter Tiles
- Word Cards: *away, eat, said, today*

- hand puppet
- markers or counters

Online Resources

- IWB** Interactive White Board
- Comprehension Lessons
- Graphic Organizer: Retelling Chart

Working with Words

Phonemic Awareness

Objective Identify phonemes in isolation

Read aloud the following rhyme. Then reread it and invite children to chime in with you:

Kate, Kate will bake a cake
And put it on a pretty plate.

I Do Listen as the puppet says each word slowly. All the words have the /ā/ sound in the middle.

Kate plate save maze

We Do ■ Ask children to say each word after you, stretching the sounds: *Kate, plate, save, maze*.

■ Listen as I say the sounds in each word:
/kāāāt/, *Kate*; /plllāāāt/, *plate*; /sssāāāvvv/, *save*;
/mmmāāāzzz/, *maze*.

■ What sound do you hear in the middle of each word? Let's say it: /ā/. This is the long *a* sound.

You Do ■ Tell children that you will say some words. Ask children to listen for words with /ā/ and say them after you. Say: *lake, lick, skate, made*. Which words have the /ā/ sound?

■ Repeat with *plum, trade, save, ship*; and *late, game, sand, shade*.

CORRECTIVE FEEDBACK

Using the sound boxes on the **Sound-Spelling WorkBoards**, model isolating the sounds in *cake*. Stretch sounds as you drag one marker onto each box. Have children repeat. Continue with *name* and *gave*.

Quick Check

Do children recognize /ā/? If not, use the Additional Instruction on pp. 166–169.

Phonics

Objective Blend words with /ā/a_e

Review Show each of the following **Large Letter Card** pairs as children say the sound or sounds: *u, nd, nt, nk, th, sh, ng*. Mix the cards and repeat.

- I Do** ■ Write *late* on the board. Underline the *a* and *e*.
- Model blending.
- The letter *l* stands for the /l/ sound. The letter *a* stands for the /ā/ sound because the word ends in an *e*. The letter *t* stands for the /t/ sound. Remember that the final *e* is silent. Listen as I blend these sounds together: /lllāāāt/, *late*.
- Repeat with *gate, take, and plane*.

- We Do** ■ Use **Letter Cards** or **Letter Tiles** *c, a, k, e*. Blend *cake*: /kāāāk/. Now blend it with *me*.
- Let's change the *c* in *cake* to *m*. What word did we make? Let's blend the sounds together.
- Repeat to build and blend *take, shake, shade, fade*.

- You Do** ■ Guide children to change the *f* in *fade* to *w*. What word did you make? What sound changed to make the word *wade*? What letter in *wade* is silent?
- As children continue to build and blend, point out the silent *e*. Change one letter at a time to make these words:

wake wave save same came

See **Practice Book** page 100.

- ELL** Make the /ā/ sound, point out correct mouth position, and have children repeat. Then, as children practice words in the lesson with /ā/a_e, review the meanings of words that can be demonstrated in a concrete way. For example, have children act out *wave* and *shake* as they describe those actions. For more support, see pages T6–T7.

See the More Word Work lessons on page 152.

Words to Know

► High-Frequency Words: *today, eat, said, away*

Objective Read high-frequency words

- Hold up the **Word Cards** one at a time: *today, eat, said, and away*. Have children **read, spell, and write** each word.
- Then ask children to call out each word as you point to the cards. Repeat in random order at varying speeds.

CORRECTIVE FEEDBACK

Point to, say, and spell *said*. *This word is said. Point to the word and say it with me: said. The word is spelled s-a-i-d. Spell it with me. What word did you spell? What is the first sound in said? What is the first letter?*

Quick Check

Can children read *today, eat, said, and away*? If not, use the Additional Instruction on pp. 166–169.

► Oral Vocabulary: Eating Words

Objective Develop oral vocabulary

- Ask children to name something they like to eat when they are hungry.
- **Define** Tell children that *hungry* is how we feel in our stomach when our body needs food.
- **Example** Use *hungry* in a sentence: *I feel hungry before I eat lunch.*
- **Ask** *When do you feel hungry?*

► Build Fluency: Word Automaticity

Objective Improve word accuracy

Display page 6 of **Reading Triumphs**. Read each word in “Working with Words,” blending the sounds or saying the words as you read. Have children blend or say each word after you. Then say the words in random order. Have children point to the word you say.

Time to Read

► Read “Dave and Kate”

Objective Analyze story structure: Retell

Before Reading Preview the story by reading aloud the title. *Who do you see in the picture?*

- Help children set a purpose for reading: *What do you think Dave and Kate will do? Let’s find out.*
- Have children read aloud “Words to Know.”

During Reading Read the story together. Use the Retelling Chart to record story events. Guide children in a choral reading, pausing after each spread. After page 9, ask: *Where are Dave and Kate? What did Dave and Kate make?* After page 12: *What did Dave and Kate make? Where will they go?*

After Reading Remind children that retelling a story can help them to better understand it. *When we retell a story, we use the words and the illustrations to tell what happened in the beginning, the middle, and the end.* Model retelling “Dave and Kate.” *In the beginning, Dave and Kate made a house to live in. In the middle, Dave and Kate made a pet and then a plane. In the end, Dave and Kate flew away in the plane.*

IWB **Online Comprehension Lessons:** Retell/ Summarize

► Comprehension Check: **Text Evidence**

Display page 13 of **Reading Triumphs**. Have children retell the story. Guide them to use the evidence in the text and the illustrations to answer the **Think About It** questions.

► Write

Objective Write letters, words, and a sentence

- Use the **Sound-Spelling WorkBoards**. Say the sounds: /ā/, /o/, /n/, /t/, /pl/, /d/, /e/, /g/, /p/. Ask children to write the letters and words: *plane, pet, dog*.
- Have children write a sentence about what Dave and Kate make: *Dave and Kate make _____.*

See Grammar and Writing lessons on pages 152–153.



Reading Triumphs

Materials

- Reading Triumphs pp. 6; 14–19
- Practice Book pp. 101–102
- Sound-Spelling WorkBoards
- Large Letter Cards: *a, h, k, l, m, n, o, p, r, s, t, u*
- Photo Cards: *fan, gate, rake*
- Word Cards: *away, eat, said, today*

- hand puppet
- markers or counters
- pocket chart

Online Resources

- IWB** Interactive White Board
- Comprehension Lessons
- Graphic Organizer: Retelling Chart

Working with Words

Phonemic Awareness

Objective Segment phonemes

Read aloud the following rhyme. Then read it again and invite children to chime in with you:

“Wake up,” said Nate,
“It’s very late.”
“Oh, no!” cried Jane,
“I’ll miss my plane!”

- I Do**
- Listen as the puppet says each sound in a word: *wake*, /w/ /ā/ /k/; *Nate*, /n/ /ā/ /t/.
 - Point out the /ā/ sound in the middle of each word.

- We Do**
- Place markers in the sound boxes on the **Sound-Spelling WorkBoards** for the word *wake*.
 - Let’s say the word *wake* together. There are three markers to stand for three sounds: /w/ /ā/ /k/. Listen: /w/ /āāā/ /k/. Let’s say the sounds again.
 - Repeat with *shade*, *plane*, and *Nate*.

- You Do**
- Have children place markers in the sound boxes for the sounds in the word *Dave*, placing one marker as they say each sound.
 - Have children repeat to segment other long *a* words, such as *date*, *fade*, and *brave*.

CORRECTIVE FEEDBACK

Listen as I say this word: *gave*. Now listen as I say each sound in *gave*: /g/ /ā/ /v/. What sound do you hear in the middle of *gave*? Let’s say this sound together: /ā/. Repeat with *tale*, *lane*, and *rake*.

Quick Check

Can children blend words with /ā/? If not, use the Additional Instruction on pp. 166–169.

Phonics

Objective Blend words with /ā/a_e

Review Show the following **Large Letter Cards** or card pairs as children say the sound: *a, k, l, m, n, o, p, r, u, sh, th*. Mix the cards and repeat.

- I Do**
- Write *a_e* on the board. The *a-consonant-e* pattern can stand for the /ā/ sound.
 - Write *mad* on the board. Blend the sounds: /mmmaaād/, *mad*.
 - Write *made* on the board. Point to the letters *a_e* and blend the sounds: /mmmāāād/, *made*. The *a-consonant-e* pattern gives the *a* the /ā/ sound.
 - Repeat with *can/cane*, *pal/pale*, and *cap/cape*.

- We Do**
- Display **Photo Cards** *fan, gate, and rake*. Let’s name each picture: *fan, gate, rake*. Which picture names have the /ā/ sound?
 - Write *rake* and *gate* on the board. Draw a line under the *a_e*. Listen as I say *rake*: /r/ /ā/ /k/. I hear /ā/ in the middle of *rake*. Let’s blend the word *rake*: /rrrāāāk/, *rake*.
 - Repeat for *gate*.

- You Do**
- Have children write the letters *a_e* on the **Sound-Spelling WorkBoards** when you say a word with the long *a* sound. Say these words: *fade, gate, him, van, gave, tame, hat*.

CORRECTIVE FEEDBACK

Model blending *lane*. Write *l*. Have children say /l/. Write *ane*. Have children say /ān/ and then blend /āāānn/. Have children blend all the sounds: /lllāāānnn/, *lane*. Repeat with *safe, pale, shake*.

Quick Check

Can children blend words with /ā/a_e? If not, use the Additional Instruction on pp. 166–169.

Words to Know

► High-Frequency Words: *today, eat, said, away*

Objective Read high-frequency words

- Display **Word Cards** *today, eat, said, and away* in the pocket chart.
- Say the word *today*. Have children point to and spell the word aloud.
- Repeat to review *eat, said, and away*.

See **Practice Book** page 101.

► Oral Vocabulary: Eating Words

Objective Develop oral vocabulary

- **Discuss** Remind children that *eat, cake, cook, and hungry* are words that have to do with eating. *Sometimes, I cook when I am hungry.*
- **Connect** Ask children to name some of the foods that they like to eat when they feel hungry. Do they like to eat cake?

► Build Fluency: Word Automaticity

Objective Improve word accuracy

- Display page 6 of **Reading Triumphs**. Read each word in “Working with Words,” blending the sounds or saying the words as you read. Have children blend or say each word after you.
- **Reread** Have children **reread** the previous story from **Reading Triumphs**. Circulate and listen in.

Time to Read

► Read “Jake’s Cake”

Objective Analyze story structure: Retell

Before Reading Preview the story by reading aloud the title.

- Help children set a purpose for reading: *What do you think the animals will make? Let’s find out.*

During Reading Read the story together. Use a Retelling Chart to help children record story events. After page 15, ask: *What are the animals making? What do they do in the beginning of the story?* After page 17: *What do the animals do in the middle?* After page 18: *What do the animals do at the end of the story?*

- **Independent Reading** Have children whisper-read the story.

See **Practice Book** page 102.

After Reading Remind children that they can retell what happens in a story to help them better understand it. Model retelling “Jake’s Cake.” *In the beginning, Jake, Jane, and Ed started to make a cake. In the middle, they baked the cake in the oven and then took it out. In the end, they ate the cake!*

IWB **Online Comprehension Lessons:** Retell/Summarize

► Comprehension Check: Text Evidence

Display page 19 of **Reading Triumphs**. Have children retell the story. Guide them to use the evidence in the text and the illustrations to answer the **Think About It** questions.

- **ELL** Provide sentence starters to help children retell each event in “Jake’s Cake”: *First Jake and his pals _____. For more support, see pages T6 and T7.*

CORRECTIVE FEEDBACK

Display “Jake’s Cake” and guide children to retell each page: *Look at the words and the pictures. What are the animals doing now?*

Quick Check

Can children retell the story? If not, use Additional Instruction on pp. 166–169.

► Write

Objective Write letters, words, and a sentence

- Use the **Sound-Spelling WorkBoards**. Say the sounds: /ā/, /e/, /k/, /b/, /t/, /g/, /z/. Have children write the letters and words: *cake, bake, ate, eggs*.
- Have children write a sentence about what Jake and his pals make.

See Grammar and Writing lessons on pages 152–153.



Reading Triumphs

Materials

- Reading Triumphs pp. 6; 8–12; 14–18
- Large Letter Cards: *a, c, d, e, k, l, m, n, o, p, r, s, t, u, v, z*
- Letter Tiles
- Word Cards: *away, eat, said, today*
- Sound-Spelling WorkBoards
- hand puppet

Online Resources

- Graphic Organizer: Retelling Chart

Working with Words

► Phonemic Awareness

Objective Identify phonemes in isolation

Read aloud the following rhyme. Then reread it and invite children to chime in with you:

“Wake up,” said Nate,
“It’s very late.”
“Oh, no!” cried Jane,
“I’ll miss my plane!”

- I Do**
- Use the puppet to model how to isolate sounds.
 - Listen as the puppet slowly says *wake, Nate, late, Jane, and plane*. Listen to the /ā/ sound in the middle of each word.

- We Do**
- Ask children to say each word slowly after you: *wake, Nate, late, Jane, plane*.
 - What sound do you hear in the middle of each word? Do you hear the /ā/ sound?
 - Now listen to this word: /kāāāt/, *Kate*. What sound do you hear in the middle of *Kate*?
 - Repeat this procedure for *skate, brave, and cake*.

- You Do**
- Tell children that you will say three words. Ask children to listen for the words with the /ā/ sound. Say these words: *man, lake, gave*.
 - Which words have the /ā/ sound?
 - Repeat with *cave, ax, blame; take, tame, tan; and tape, fan, fame*.

ELL Make the /ā/ sound and point out correct mouth position. Have children repeat. Do the same for the /a/ sound. Then have children practice saying minimal contrast pairs, such as *pale/pal, hate/hat, made/mad, tape/tap, plane/plan*. For more support, see pages T6–T7.

► Phonics

Objective Blend words with /ā/a_e

Review Show the following **Large Letter Cards** or pairs as children say the sound or sounds: *a, e, o, u, nd, nk, nt, st*. Mix the cards and repeat.

- I Do**
- Use **Letter Cards** or **Letter Tiles** *m, a, t*. Model blending the phonemes.
 - The letters *m, a, t* spell the word *mat*. The *a* in *mat* stands for the short *a* sound.
 - Add **Letter Card** *e* to the end of *mat* to make the word *mate*. When I add *e* to the end of *mat*, the /a/ in *mat* changes to the /ā/ in *mate*.
 - Repeat with *rat/rate, tap/tape, and van/vane*.

- We Do**
- Let’s change the *v* in *vane* to *p*. What word did we make? Let’s blend the sounds: /pāāānnn/, *pane*.
 - Now let’s take away the *e* in *pane*. What word did we make? Let’s blend the sounds: /paaannn/, *pan*. What sound do you hear in the middle of *pan*?

- You Do**
- Guide children to change the *p* in *pan* to *c* and the *n* in *pan* to *p* to make the word *cap*.
 - Now add *e* to the end of *cap*. What word did you make? Blend the sounds in this word.
 - Change the *p* in *cape* to *n*. Have children continue to change letters to make *cane, can, plan, plane*.

CORRECTIVE FEEDBACK

Give four children **Letter Cards** *p, a, l, e*. Model blending *pale*. Have the child with **Letter Card** *p* say /p/ and write *p*. Have other children say /p/. Repeat for *a* and *e* together and then for *l*, blending /pāāālll/. Continue with *maze, cave, and late*.

Quick Check

Can children blend sounds in words with /ā/a_e? If not, use the Additional Instruction on pp. 166–169.

Words to Know

► High-Frequency Words: *today, eat, said, away*

Objective Read high-frequency words

- Place **Word Cards** *today, eat, said, and away* facedown.
- Tell children that you will turn over the **Word Cards** one at a time for them to read.
- Turn the cards over one at a time and have children chorally call out each word.
- Mix and repeat.

CORRECTIVE FEEDBACK

Point to, say, and spell *eat*. *This word is eat. Point to the word and say it with me: eat. It is spelled e-a-t. Spell it with me. What word did you spell? Let's use it in a sentence to tell about something you like to eat.*

Quick Check

Can children read *today, eat, said, and away*? If not, use the Additional Instruction on pp. 166–169.

► Oral Vocabulary: Eating Words

Objective Develop oral vocabulary

- **Confirm** Talk with children about words that have to do with eating. Remind them that *cook, cake, eat, and hungry* are words about eating.
- **Discuss** Talk about other words that can be used to talk about food and eating, such as *crave*.
- **Connect** Invite children to talk about foods they crave, or especially like to eat.

For Additional Instructions, see pages 166–169.

► Build Fluency: Word Automaticity

Objective Improve word accuracy

- Display page 6 of **Reading Triumphs**. Read each word in “Working with Words,” blending the sounds or saying the words as you read. Have children blend or say each word after you.
- **Reread** Have children reread the previous story from **Reading Triumphs**. Circulate and listen in.

Time to Read

► Read “Dave and Kate” and “Jake’s Cake”

Objective Analyze story structure: Retell

Before Reading Tell children that as they read “Dave and Kate” and “Jake’s Cake” again, they should pay attention to the important events. *Thinking about what happens in the beginning, the middle, and the end of the story can help you to retell the story.*

During Reading Read “Dave and Kate” together. Pause after each spread and guide children to retell the important events.

- Read “Jake’s Cake” together. Pause after each spread and prompt children to retell the events.
- Have children use a Retelling Chart to record the important events in the beginning, the middle, and the end of the story.
- **Partner Reading** Have partners read the story together. Guide them to retell the story to each other.

After Reading Model retelling “Dave and Kate,” telling the important events in the beginning, middle, and end of the story. Then guide children to use the information they recorded on the Retelling Chart to retell “Jake’s Cake.” Discuss how retelling a story can help us to better understand it.

► Build Fluency: Connected Text

Objective Model fluency

Read with Expression Read each story one page at a time and ask children to read each page after you. Have them read with the same expression and emphasis that you use.

► Write

Objective Write letters, words, and a sentence

- Use the **Sound-Spelling WorkBoards**. Say the sound or sounds: /ā/, /k/, /m/, /b/, /pl/, /n/. Have children write the letters and each word: *cake, make, bake, plane*.
- Ask children to write a sentence that tells about Jake, Kate, and Dave.

See the Writing lessons on page 153.



Reading Triumphs

Materials

- Reading Triumphs pp. 8–12; 14–18
- Take-Home Book; Practice Book pp. 103–104
- Listening Library
- Assessment Book

- Large Letter Cards: *a, d, e, f, h, l, m, n, p, s, t*
- Letter Tiles

Online Resources

- Bibliography

Working with Words

► Phonemic Awareness

Objective Review phonemes

- I Do**
- Listen as I say a word in parts: /k/ /ā/ /m/. I can blend these sounds: /kāāāmmm/. Say it with me: *came*.
 - The sound in the middle of *came* is /ā/.
 - Repeat this procedure with *name*, *save*, and *tape*.

- We Do**
- Invite children to gather around you.
 - Tell children that you have a friend named *James*. *James only likes things that have the same vowel sound as he has in his name: /ā/, /jāāāmmmzzz/. If I offer him cake or cookies, he has cake because cake has the /ā/ sound and the a_e spelling. Say cake with me: /kāāāk/, cake. What sound did you hear in the middle of cake?*

- You Do**
- Tell children that you will name two things. They should name what James would like better.
 - Ask children to chorally segment and blend each word that James would like better. Offer children guidance, as needed.
 - Use these word pairs: *fish* or *whales*; *grapes* or *apples*; *to run* or *to skate*; *to bake* or *to cook*; *a pond* or *a lake*; *the sun* or *the shade*.

► Phonics

Objective Review blending words with /ā/a_e

- I Do**
- Use **Large Letter Cards** or **Letter Tiles** *t, a, p*.
 - Listen as I blend these letters: /taaap/, *tap*.
 - Add **Letter Card** *e* to spell *tape*.
 - Listen as I blend these letters: /tāāāp/, *tape*. The *a-consonant-e* letter pattern changes the vowel sound from /a/ to /ā/.
 - Repeat by building and blending the words *mad/made* and *plan/plane*.
- We Do**
- Let's change the *n* in *plane* to *t*. What word did we make? Let's blend the sounds: /pīllāāāt/, *plate*.
 - Now let's take away the *p* in *plate*. What word did we make? Let's blend the sounds: /lllāāāt/, *late*.
- You Do**
- Guide the children to change the *l* in *late* to *f* to make *fate*.
 - Take away the *e*. What word did you make? Blend the sounds in this word.
 - Now change the *f* in *fat* to *h*. Have children continue to change letters to make *hate*, *date*, and *state*.

Words to Know

► High-Frequency Words: *today, eat, said, away*

Objective Review high-frequency words

- Say each high-frequency word, one at a time: *today, eat, said, and away*.
- Have children spell and write each word.
- Have children write a sentence using as many of the words as they can.
- Have partners share their sentences and then read each other's sentences aloud.

ELL Model using each word in a sentence. For more support, see pages T6 and T7.

Time to Read

► Read Take-Home Book

Objective Review analyze story structure: Retell

- Reread and review "Dave and Kate" and "Jake's Cake" using the **Listening Library** audio selection. Then read the **Take-Home Book** story together with children.
- Have children whisper-read the **Take-Home Book** story independently. Listen while children read, offering guidance as necessary.

See **Practice Book** pages 103–104.

► After Reading

Have pairs of children interview each other about "Dave and Kate," "Jake's Cake," and the **Take-Home Book** story:

- What happened in the beginning of each story? The middle? The end?
- How are the stories similar? Different?

CORRECTIVE FEEDBACK

Display "Jake's Cake" and prompt children to retell each page. For example: *What are the animals doing now?*

Quick Check

Can children retell a story? If not, use the **Additional Instruction** on pp. 166–169.

► Build Fluency: Connected Text

Objective Increase reading speed

- Model reading selected pages from the **Take-Home Book** story. Ask children to listen to the tone of your voice as you read each sentence. Have pairs of children take turns reading aloud the story to each other.
- Guide children to read aloud the story with the appropriate expression, letting their voices rise and fall with each sentence they read.

► Writing

Objective Write and share simple sentences

- Have children write simple sentences to retell events in the **Take-Home Book** story.
- Encourage children to use high-frequency words and words with /ā/.
- Ask children to make a list of words with /ā/. Have partners compare lists and add more words to their own.

See the Writing Lessons on page 153.

Invite children to read the **Take-Home Book** story to their family and friends.

► Self-Selected Reading

Objective Read independently

- Have children select books to read on their own. See the Online Bibliography for suggested titles.

Weekly Assessment

Have children complete the Weekly Assessment on **Assessment Book** pages 112–115.

Fluency Use the passage on **Assessment Book** pages 40–41.

Lesson 1

Grammar

Verbs

Writing

Shared Writing

Lesson 2

More Word Work

Possessives

Grammar

Verbs

Writing

Interactive Writing

Lesson 3

Grammar

Mechanics

Writing

Trait: Sentence Fluency

Independent Writing:

Focus and Plan,
Prewrite and Draft

Lesson 4

More Word Work

Word Sort: Long *a* (*a_e*)

Writing

Independent Writing:

Revise and Edit

Lesson 5

Writing

Independent Writing:

Publish and Present

More Word Work

Materials

- large index cards with *cake, came, date, gate, lake, name* and **spelling words** *bake, game, late, make*
- pocket chart

► Possessives

Objective Understand possessives

- Write these words on the board: *man* and *man's*. Point to the letters as you say the sounds and read the word. Have children repeat. Point out that the *s* at the end of *man's* has the /z/ sound.
- Circle the apostrophe and *s* in *man's*. Explain that an apostrophe and *s* is used at the end of many nouns to tell that someone owns something.
- Write these words on the board: *the man's name*. If we say *the man's name*, it means that the name belongs to the man. Let's say it: *the man's name*.
- Write these words on the board: *Kate, Kate's; Pam, Pam's; Jake, Jake's; snake, snake's*. Blend the words with me. Stress the /s/ or /z/ ending sound.
- Guide children to make up phrases that include a word with apostrophe and *s* to show ownership, such as *the snake's cave*.

► Word Sort: -ake, -ame, -ate

Objective Sort words in word families

- Place the cards for *make, game, and late* in three columns in the pocket chart. Point to the letters as you say the sounds and read each word.
- Hold up the card for *cake*. Listen as I say the sounds in each word: /k/ /āā/ /k/, /kāāk/. Model placing the card for *cake* under *make*.
- Repeat for other cards. Have children sort the -ake, -ame, and -ate words and then chorally read all the words.

Grammar

► Verbs

Objective Understand verbs

- Write these words on the board: *jump* and *hop*. Say the words and have children repeat. These words show something you can do. Words that show action are called *verbs*. Ask children to show each action.
- Write the following sentence on the board: *Kate and Jake bake a cake*. Guide children in finding the verb, *bake*. What are Kate and Jake doing? What is the verb in the sentence? Underline *bake*. Listen as I read the word: *bake*. Have children repeat.
- Write these sentences on the board: *I run home. I bake a cake. I eat the cake*. Read the sentences. Have children repeat chorally.
- Ask children to find the verb in each sentence. Which word tells you what the person is doing?
- Circle each verb in each sentence. Have children think of other sentences using the words *run, bake, and eat*.
- Write children's suggestions on the board. Read the sentences and have children repeat chorally. Have children underline the verbs in the sentences.

► Mechanics: Exclamation Marks and Commas

- Remind children that an exclamation is something that should be said strongly. An exclamation mark shows excitement.
- Write these sentences on the board: *The cake was good. The cake was good!* Read the sentences aloud to children. Which sentence tells you that the writer feels strongly about how good the cake was? Ask children to read the exclamation.
- Point out the exclamation mark at the end of the exclamation. An exclamation always ends with an exclamation mark.

- Write and read the following letter on the board:

Dear Kate,
Wow, the cake was so good!
I want to thank you.
Your pal,
Jake

- Tell children that the comma is another kind of punctuation mark. Underline all the commas in the letter. *Commas are used in letters in the greeting and in the closing. Sometimes, you will see commas in a sentence, too.*

Writing Story

Objective Compose story rhymes

► Shared Writing

- Tell children that a story should be fun to read. Remind children that in “Dave and Kate,” the children make a pet. *What kind of pet would you like to make?*
- Ask children to describe how they would want their pet to look and act. Encourage children to think about silly features and actions for their pets. Record children’s responses on the board.
- Use children’s suggestions to write silly sentences: *I make a fat cat. He runs up the wall.*
- Point out the verbs children have used.

► Interactive Writing

- Remind children that a story should be fun to read. Brainstorm rhyming words that children can use for the pets they want to make.
- Pick one pet to write about, such as a cat. Ask children to think of words that rhyme with cat, or have the same ending sound.
- Write the suggestions on the board. Have children use the class list to create silly rhymes about the pet.
- Once a rhyme is generated, repeat it several times for children. Have children share the pen to help write words or add a punctuation mark. Repeat with more rhymes.
- Point out any verbs children have used.

► Writing Trait: Sentence Fluency

- Explain to children that writers sometimes make their writing sound like someone is talking. This makes the writing easier to read.
- Point out that children can use short and long sentences to make their writing more interesting.
- Write these sentences: *I made a pet. It is a pink pup. Look at the pet I made! It’s a pink pup!* Read the sentences aloud. Ask children to choose the sentences that are more interesting.

► Independent Writing

Focus and Plan

- Ask children to think about a silly pet they would like to make.

Prewrite and Draft

- Ask children to draw a picture of their pet. Encourage them to draw silly features.
- Have children write rhyming words to describe their pets. Ask them to use the words to draft rhyming sentences about their silly pets.
- Remind children to write the way they would speak to make the writing more interesting.

Revise and Edit

- Ask children to check the rhyming sentences they wrote about their silly pet. Have them decide if the words rhyme or end with the same sounds.
- Have children work with a partner and read each other’s rhymes. *Do the words rhyme?*
- Have children check that the sentences all begin with a capital letter and end with the correct punctuation mark.

ELL Have children work with a partner to come up with rhyming words for their drawings.

Publish and Present

- Have partners take turns reading their rhymes to the class.
- Create a class Silly Pets book.



Reading Triumphs

Materials

- Reading Triumphs pp. 20–21
- Practice Book p. 105
- Sound-Spelling WorkBoards
- Large Letter Cards: *a, b, c, d, e, f, h, l, s, t*
- Large Sound-Spelling Card: *Five*
- Word Cards: *away, eat, how, now, said, there, today, where*

- hand puppet
- markers or counters
- pocket chart

Online Resources

IWB Interactive White Board
Phonics Lessons

Working with Words

► Phonemic Awareness

Objective Blend phonemes

Read aloud the following rhyme. Then reread it and invite children to chime in with you:

I have a fine toy, all red and white.
It glides in the air. Yes, it's a kite!

I Do Listen as the puppet says words from the rhyme sound by sound. Then listen as the puppet strings together the sounds: /f/ /i/ /n/, /fffīīnnn/, *fine*; /g/ /l/ /i/ /d/ /z/, /gllīīdzdz/, *glides*.

- We Do**
- Explain that *fine* and *glides* have the /i/ sound.
 - Say *fine* and *glides* again. Let's say these words together: *fine*, /f/ /īī/ /n/; *glides*, /g/ /l/ /īī/ /d/ /z/. Listen for /i/.
 - Repeat with *Mike*, *line*, and *time*.

- You Do**
- Model how to place markers in the sound boxes on the **Sound-Spelling WorkBoard** for each sound in the word *fine*. Ask children to orally blend the phonemes as you point to each marker.
 - Repeat with *glides*, *kite*, and *like*.

See **Practice Book** page 105.

CORRECTIVE FEEDBACK

Model how to blend the word *fine* using onset and rime: /f/ /īn/. Let's say the word *fine* in this way: /f/ /īn/, *fine*. Now let's blend *fine*: /fffīīnnn/, *fine*. Continue with *smile*, *kite*, and *like*.

Quick Check

Can children blend phonemes? If not, use Additional Instruction on pp. 166–169.

► Phonics

Objective Blend words with with /i/i_e

Review Show each of the following **Large Letter Cards** and pairs of cards as children say the sound(s): *a_e, bl, cl, fl, sh, th*. Mix the cards and repeat.

- I Do**
- Display the *Five* **Sound-Spelling Card**.
 - When the letter *i* is followed by a consonant and *e*, it can stand for the long *i* sound: /ī/, as in the middle of *five*. This is also the sound in the middle of *bike*. Listen: /b/ /ī/ /k/, *bike*.
 - Repeat with the words *time*, *fine*, and *ride*.

- We Do**
- Write the word *bike* on the board. Draw a line under the *i* in *bike*. Have children chorally say /i/ as you point to the letter.
 - Listen as I point to the letters and say the sounds in *bike*: /b/ /ī/ /k/. I hear the sound /i/ in the middle of *bike*. Try it with me: /b/ /īī/ /k/, *bike*.
 - Repeat this procedure with *wife*, *hive*, and *shine*.

- You Do**
- Model blending these words sound by sound. Then have children repeat.
life line mine kite slide
bite hike Mike time shine

IWB Online Phonics Lessons: Long i (i_e)

CORRECTIVE FEEDBACK

Write *five* on the board. Have children draw a line under the *i* and *e* in *five*. This is the /i/ sound in the middle of *five*: /f/ /ī/ /v/, *five*. Let's blend *five* together: /fffīīvvv/, *five*. Repeat with *mine* and *ride*.

Quick Check

Can children blend words with /i/i_e? If not, use the Additional Instruction on pp. 166–169.

Words to Know

► Review High-Frequency Words

Objective Read and use previously introduced high-frequency words

- Review high-frequency words introduced in Unit 3, Week 1. *Let's review words we learned before.*
- Hold up **Word Cards** *today, eat, said, and away* one at a time. Have children read each word.
- Have children use each word in a sentence.

► High-Frequency Words: *where, now, how, there*

Objective Read high-frequency words

- Display **Word Cards** *where, now, how, and there* in the pocket chart.
- Have children **read, spell, and write** *where*. Point to and say the word *where*. *This is the word where. It is spelled w-h-e-r-e. Where do you live?*
- Follow the steps to introduce *now, how, and there*.
- Have children make up sentences using the words. Provide sentence starters such as *How do you _____?* or *Now we can _____*. Write the completed sentences on the board.

CORRECTIVE FEEDBACK

Point to, say, and spell *where*. *This word is where. Point to the word and say it with me: where is spelled w-h-e-r-e. Spell it with me. What word did you spell?*

Quick Check

Can children read *where, now, how, and there*? If not, use the Additional Instruction on pp. 166–169.

► Oral Vocabulary: Position Words

Objective Develop oral vocabulary

- **Define** Talk about the words *there, in, and on* as words that describe the placement of people or things. Introduce another word that describes position, such as *beneath*.
- **Example** Use each word in a sentence. *The book is over there. It is on the table.*
- **Ask** Model placing a pencil on a piece of paper and then in a container. Ask children to repeat these actions as they say the words *on* and *in*.

► Build Fluency: Word Automaticity

Objective Improve word accuracy

Display **Reading Triumphs** page 20. Read each word in “Working with Words,” blending the sounds or saying the words as you read. Have children blend or say each word after you.

Time to Read

► Read “Where Will Pig Hide?”

Objective Read words in connected text

- Have children read aloud “Words to Know.”
- **Choral Reading** Read “Where Will Pig Hide?” together.
- **Independent Reading** Have children whisper-read the story independently. Listen while children read, offering guidance as necessary.
- **Partner Reading** Finally, ask children to partner-read “Where Will Pig Hide?”

► Write

Objective Write letters, words, and a sentence

- Use the **Sound-Spelling WorkBoards**. Say the sound or sounds, one at a time: /i/, /h/, /k/, /d/, /s/, /w/, /e/, /l/. Have children write the letter or letters. Say each word: *hide, well, likes*. Have children write each word.
- Have children write about Little Pig.

ELL Model writing each word. Have children share sentences orally using the words. Record their sentences. For more support, see pages T6–T7.

See the Grammar and Writing lessons on pages 164–165.



Reading Triumphs

Materials

- Reading Triumphs pp. 20; 22–27
- Practice Book p. 106
- Sound-Spelling WorkBoards
- Large Letter Cards: *a, b, d, e, f, h, i, k, l, m, n, p, r, s, t, v, w*
- Letter Tiles
- Word Cards: *how, now, there, where*

- hand puppet
- markers or counters

Online Resources

IWB Interactive White Board

- Comprehension Lessons
- Graphic Organizer: Predictions Chart

Working with Words

Phonemic Awareness

Objective Identify phonemes in isolation

Read aloud the following rhyme. Then reread it and invite children to chime in with you:

I have a fine toy, all red and white.
It glides in the air. Yes, it's a kite!

I Do Listen as the puppet says each word slowly. All the words have the /i/ sound in the middle.

fine white glide kite

- We Do**
- Ask children to say each word after you, stretching the sounds: *fine, white, glide, kite*.
 - Listen as I say the sounds in each word: /ffīīnnn/, *fine*; /hwīīt/, *white*; /glīīīd/, *glide*; /kīīt/, *kite*.
 - What sound do you hear in the middle of each word? Let's say it: /i/.

- You Do**
- Tell children that you will say three words. Ask children to listen for words with /i/ and say them after you. Say: *ride, bake, mine*.
 - Which words have the /i/ sound?
 - Repeat with *dime, life, same* and *lick, like, smile*.

CORRECTIVE FEEDBACK

Using the sound boxes on the **Sound-Spelling WorkBoards**, model how to isolate the sounds in *time*. Stretch the sounds as you drag one marker onto each box. Have children repeat. Continue with *dive* and *hide*.

Quick Check

Can children recognize /i/? If not, use the Additional Instruction on pp. 166–169.

Phonics

Objective Blend words with /i/i_e

Review Show each of the following **Large Letter Cards** or pairs as children say the sound(s): *sk, sl, sn, sp, sw, sh*, and *a_e*. Mix the cards and repeat.

- I Do**
- Use **Letter Cards** or **Letter Tiles** *r, i, d, e*.
 - Model blending.
 - The letter *r* stands for the sound /r/. The letter *i* stands for the sound /i/ because it comes before a consonant and a silent *e*. The letter *d* stands for the sound /d/. The letter *e* is silent. Listen as I blend the three sounds together: /rrīīīd/, *ride*.
 - Repeat with *fine, bike*, and *wise*.

- We Do**
- Blend *ride*: /rrīīīd/. Blend it with me.
 - Let's change the *r* in *ride* to *s*. What word did we make? Let's blend the sounds together.
 - Repeat to build and blend *wide* and *tide*.

- You Do**
- Guide children to change the *t* in *tide* to *h*. What did you make? What sound changed to make the word *hide*?
 - Continue to have children build and blend words. Change one letter at a time to make these words:

hike hive dive dime time

See **Practice Book** page 106.

- ELL** Make the /i/ sound and point out correct mouth position. Have children repeat. Then, as children practice words with /i/i_e, review the meanings of words that can be demonstrated in a concrete way. For example, point to a picture of a slide. Provide such sentence frames as *Did Ana go down the ____?* for children to complete. For more support, see pages T6–T7.

See the More Word Work lessons on page 164.

Words to Know

► High-Frequency Words: *where, now, how, there*

Objective Read high-frequency words

- Hold up the **Word Cards** one at a time: *where, now, how, and there*. Have children **read, spell, and write** each word.
- Have children call out each word as you point to the card. Repeat in random order at varying speeds.

CORRECTIVE FEEDBACK

Point to, say, and spell *now*. This word is *now*. Point to the word and say it with me: *now*. It is spelled *n-o-w*. Spell it with me. What word did you spell? The first sound in *now* is /n/. The first letter is *n*.

Quick Check

Can children read *where, now, how, and there*? If not, use the Additional Instruction on pp. 166–169.

► Oral Vocabulary: Position Words

Objective Develop oral vocabulary

- Ask children to point out things that are beneath something else in the classroom.
- **Define** Tell children that *beneath* means below or under.
- **Example** Use *beneath* in a sentence: *I lie beneath the blankets.*
- **Ask** What might you stand beneath? What is beneath your feet?

► Build Fluency: Word Automaticity

Objective Improve word accuracy

Display page 20 of **Reading Triumphs**. Read each word in “Working with Words,” blending the sounds or saying the words as you read. Have children blend or say each word after you. Then say the words in random order. Have children point to the word you say.

Time to Read

► Read “Five Ducks and a Frog”

Objective Analyze story structure: Make predictions

Before Reading Preview the story by reading aloud the title.

- Help children set a purpose for reading: *What do you think Frog and the ducks will do? Let’s find out.*
- Have children read aloud “Words to Know.”

During Reading Read the story together. Use a Predictions Chart to record children’s ideas. Guide them in a choral reading, pausing after each spread. After page 23, ask: *What do you think Frog and the ducks will do next?* After page 24: *What do you think might happen next?* After page 26: *What happens in the end of the story?*

After Reading Explain that as children read stories such as “Five Ducks and a Frog,” they can make predictions about what will happen next. *You can use the words and illustrations to help you predict, or guess, what might happen next.* Model making predictions by displaying **Reading Triumphs** page 25. *Frog is sad when the ducks get back in line. He had fun playing with them. This makes me predict that the ducks and Frog will play together again. Then I read that the ducks ask Frog to swim with them. This tells me that my prediction was right: the ducks and Frog will continue to play together.*

IWB **Online Comprehension Lessons:** Make Predictions

► Comprehension Check: **Text Evidence**

Display page 27 of **Reading Triumphs**. Have children retell the story and use the text and illustrations to answer the **Think About It** questions.

► Write

Objective Write letters, words, and a sentence

- Use the **WorkBoards**. Say the sounds: /i/, /h/, /m/, /i/, /d/, /v/, /sw/, /l/, /n/. Have children write the letters and words: *hide, dive, swim, line*.
- Have children write a sentence about Frog and the ducks. *Frog and the ducks _____.*

See Grammar and Writing lessons on pages 164–165.



Reading Triumphs

Materials

- Reading Triumphs pp. 20; 28–33
- Practice Book pp. 107–108
- Sound-Spelling WorkBoards
- Large Letter Cards: *a, c, d, e, g, i, r, t*
- Sound-Spelling Card: *Five*
- Photo Cards: *bike, gate, vine*
- Word Cards: *how, now, there, where*
- Comprehension Cards

- hand puppet
- markers or counters
- pocket chart

Online Resources

IWB Interactive White Board

- Comprehension Lessons
- Graphic Organizer: Predictions Chart

Working with Words

Phonemic Awareness

Objective Segment phonemes

Read aloud the following rhyme. Then read it again and invite children to chime in with you:

Five white mice sat down to dine.
Four more came.
Then there were nine!

- I Do**
- Listen as the puppet says each sound in a word: *five*, /f/ /ī/ /v/; *dine*, /d/ /ī/ /n/; *nine*, /n/ /ī/ /n/.
 - Point out the middle /ī/ sound in each word.

- We Do**
- Place markers in the sound boxes on the **Sound-Spelling WorkBoard** for *five*.
 - Let's say the word *five* together. There are three markers to stand for three sounds: /f/ /ī/ /v/. Listen as I say each sound: /fff/ /īīī/ /vvv/, *five*. Let's say the sounds in *five* again.
 - Repeat with *mice*, *dine*, and *bite*.

- You Do**
- Have children place markers in the sound boxes for the sounds in the word *life*, placing one marker as they say each sound.
 - Have children repeat to segment other long *i* words, such as *quite*, *rise*, and *lime*.

CORRECTIVE FEEDBACK

Listen as I say this word: *mine*. Now listen as I say each sound in *mine*: /m/ /ī/ /n/. What sound do you hear in the middle of *mine*? Let's say this sound together: /ī/. Repeat with *wise*, *hide*, *wipe*, and *bike*.

Quick Check

Can children segment phonemes? If not, use the Additional Instruction on pp. 166–169.

Phonics

Objective Blend words with /ī/i_e

Review Show the following **Large Letter Cards** as children say each sound: *a, c, d, e, g, i, r, t*. Mix the cards and repeat.

- I Do**
- Display the *Five Sound-Spelling Card*. Point to the sound-spelling *i_e*. When *i* is followed by a consonant and *e*, it can stand for the long *i* sound: /ī/. This is the sound in the word *five*: /fffīīīvvv/, *five*. It is also the sound in the word *pine*.
 - Write *pin* and *pine* on the board. Point to each letter in *pin* as you blend the sounds. Point to each letter in *pine* as you blend the sounds. Identify the *i*-consonant-*e* pattern.
 - Repeat with *bit/bite*, *hid/hide*, and *spin/spine*.

- We Do**
- Display **Photo Cards** *bike, gate, and vine*.
 - Let's name each picture: *bike, gate, vine*. Which picture names have the /ī/ sound?
 - Write *bike* and *vine* on the board. Listen as I say *bike*: /b/ /īīī/ /k/. I hear /ī/ in the middle.
 - Let's say *like*: /lll/ /īīī/ /k/. Where is the long *i* sound?
 - Repeat with *slide*, *bite*, *wipe*, and *pile*.

- You Do**
- Have children write *i_e* on the **Sound-Spelling WorkBoards** when you say a word with the long *i* sound. Say: *pin, mine, rise, Tim, like, size, sink, fine*.

CORRECTIVE FEEDBACK

Model blending *time*. Write *t*. Have children say /t/. Write *ime*. Have children say /īm/. Have children blend /tīīīmmm/, *time*. Repeat with *hide*, *side*, and *dive*.

Quick Check

Can children blend words with /ī/i_e? If not, use the Additional Instruction on pp. 166–169.

Words to Know

► High-Frequency Words: *where, now, how, there*

Objective Read high-frequency words

- Display **Word Cards** *where, now, how, and there* in the pocket chart.
- Say the word *where*. Have children point to and spell the word aloud.
- Follow the same steps to review *now, how, and there*.

See **Practice Book** page 107.

► Oral Vocabulary: Position Words

Objective Develop oral vocabulary

- **Discuss** Remind children that the words *there, in, on, and beneath* are position words. *I keep my toys beneath my bed.*
- **Connect** Have children describe the location of items in the room using the words *there, in, on, and beneath*.

► Build Fluency: Word Automaticity

Objective Improve word accuracy

Display page 20 of **Reading Triumphs**. Read each word in “Working with Words,” blending the sounds or saying the words as you read. Have children blend or say each word after you. Have children **reread** the previous story from **Reading Triumphs**. Circulate and listen in.

Time to Read

► Read “Miss Fine’s Dime”

Objective Analyze story structure: Make predictions

Before Reading Preview the selection by reading aloud the title.

- Help children set a purpose for reading: *What might happen in this story? Let’s find out.*

During Reading Read the selection together. Use a Predictions Chart to record children’s ideas. After page 29, ask: *Do you think Hen will help find the dime?* After page 31: *What do you think they will find in the nest?* After page 32: *What was in the nest?*

- **Independent Reading** Have children whisper-read the story.

See **Practice Book** page 108.

After Reading Remind children that as they read they can use the words and illustrations to predict what might happen. Then they can use the words and illustrations to see if their prediction was correct. Display **Reading Triumphs** page 31. *Mike wanted Miss Fine to stand up so he could see what was beneath her. This made me predict that the dime was under Miss Fine. On the next page I read that my prediction was right.*

IWB **Online Comprehension Lessons:** Make Predictions

► Comprehension Check: **Text Evidence**

Display page 33 of **Reading Triumphs**. Have children retell the story. Guide them to use the evidence in the text and illustrations to answer the **Think About It** questions.

- **ELL** After reading a question, reread the story aloud. Point out the words that provide the answer to the question. For more support, see pages T6 and T7.

CORRECTIVE FEEDBACK

If children cannot make predictions, use **Comprehension Card: Make Predictions**.

Quick Check

Can children make predictions? If not, use the **Additional Instruction** on pp. 166–169.

► Write

Objective Write letters, words, and sentences

- Use the **Sound-Spelling WorkBoards**. Say the sounds: /ī/, /n/, /d/, /f/, /st/, /m/, /e/. Have children write the letters and words: *fine, dime, nest*.
- Have children write about an event in the story.

See Grammar and Writing lessons on pages 164–165.



Reading Triumphs

Materials

- Reading Triumphs pp. 20; 22–26; 28–32
- Large Letter Cards: *a, b, c, d, e, f, i, l, m, n, p, r, s, t, u, v*
- Letter Tiles
- Word Cards: *how, now, there, where*

- Sound-Spelling WorkBoards
- hand puppet

Online Resources

- Graphic Organizer: Predictions Chart

Working with Words

Phonemic Awareness

Objective Identify phonemes in isolation

Read aloud the following rhyme. Then reread it and invite children to chime in with you:

Five white mice sat down to dine.
Four more came.
Then there were nine!

- I Do**
- Use the puppet to model how to isolate sounds.
 - Listen as the puppet slowly says *hike, nine, mile, and pride*. Listen for /i/ in the middle of each word.

- We Do**
- Ask children to say each word slowly after you: *five, white, mice, dine, nine*.
 - What sound do you hear in the middle of each word? Do you hear the /i/ sound?
 - Repeat this procedure for *wife, smile, Mike, time, and ride*.

- You Do**
- Tell children that you will say four words. Ask children to listen for words with the /i/ sound. Say these words: *time, back, pin, dive*.
 - Which words have the /i/ sound?
 - Repeat with *like, pill, pile, name* and *fell, file, ripe, sale*.

ELL Make the /i/ sound and point out correct mouth position. Have children repeat. Do the same for the /i/ sound. Then have children practice saying minimal contrast word pairs, such as *pin/pine, rip/ripe, dim/dime, lick/like, and bit/bite*. For more support, see pages T6 and T7.

Phonics

Objective Blend words with long /i/i_e

Review Show each of the following **Large Letter Cards** or pairs as children say the sound or sounds: *bl, cl, fl, pl, sl, a_e, d, u*. Mix the cards and repeat.

- I Do**
- Use **Letter Cards** or **Letter Tiles** *f, i, v, e*. Model blending.
 - The letter *f* stands for /f/. The letter *i* stands for /i/. The letter *v* stands for /v/. The letter *e* is silent. Listen as I blend these sounds together: /ffiiivvv/, *five*. Say it with me: *five*.
 - Repeat with *slime, smile, and ripe*.

- We Do**
- Let's change the *r* in *ripe* to *p*. What word did we make? Let's blend the sounds: /piip/, *pipe*.
 - Now let's change the second *p* in *pipe* to *l*. What word did we make? Let's blend it: /piill/, *pile*.

- You Do**
- Guide children to change the *p* in *pile* to *m*. What word did you make? Blend the sounds in this word.
 - Now change the *l* in *mile* to *n*. What word did you make? Blend the sounds in this word.
 - Change the *m* in *mine* to *f*. Have children continue to change letters to make *file, tile, and time*.

See the More Word Work lessons on page 164.

CORRECTIVE FEEDBACK

Give four children **Letter Cards** *s, i, d, e*. Model blending *side*. Have the child with **Letter Card** *s* say /s/ and write *s*. Repeat for *i* and *e* together and for *d*, blending /sssiid/. Remind children that the *e* is silent. Continue the routine with *line, smile, dime*.

Quick Check

Can children blend sounds in words with /i/i_e? If not, use the Additional Instruction on pp. 166–169.

Words to Know

► High-Frequency Words: *where, now, how, there*

Objective Read high-frequency words

- Place **Word Cards** *where, now, how, there* facedown.
- Tell children that you will turn over the **Word Cards** one at a time for them to read.
- Turn the cards over one at a time. Ask children to chorally call out each word.
- Mix and repeat.
- Have children make up sentences using the words. Provide sentence starters such as *Where will you ____?* or *We can ____ there.* Write the completed sentences on the board.

CORRECTIVE FEEDBACK

Point to, say, and spell *there*. *This word is there. Point to the word and say it with me: there. It is spelled t-h-e-r-e. Spell it with me. What word did you spell?*

Quick Check

Can children read *where, now, how, and there*? If not, use the **Additional Instruction** on pp. 166–169.

► Oral Vocabulary: Position Words

Objective Develop oral vocabulary

- **Confirm** Remind children that the words *there, in, on, and beneath* can be used to tell about the position of people or things.
- **Discuss** Talk about other words that describe placement, such as *location* and *position*.
- **Connect** Invite children to act out these position words or use them in sentences.

For Additional Instructions, see pages 166–169.

► Build Fluency: Word Automaticity

Objective Improve word accuracy

- Display page 20 of **Reading Triumphs**. Read each word in “Working with Words,” blending the sounds or saying the words as you read. Have children blend or say each word after you.
- **Reread** Have children **reread** the previous story from **Reading Triumphs**. Circulate and listen in.

Time to Read

► Read “Five Ducks and a Frog” and “Miss Fine’s Dime”

Objective Analyze story structure: Make predictions

Before Reading Remind children that as they read they should use the clues in the words and illustrations to predict what might happen next. Then they can check to see if their prediction was correct.

During Reading Read “Five Ducks and a Frog.” Pause after each spread and guide children to make predictions about what might happen next. Then model confirming if the predictions were correct.

- Read “Miss Fine’s Dime” together. Pause after each spread and ask children to predict what might happen next.
- Have children use a Predictions Chart to record their ideas. Have them confirm if their predictions were correct.
- **Partner Reading** Have partners read one of the stories together. Guide them to share their predictions.

After Reading Discuss the predictions children made as they read each story:

- *What predictions did you make?*
- *Were your predictions correct? How did you check to see if they were correct?*

► Build Fluency: Connected Text

Objective Model fluency

Partner-Read Have partners reread the selections. Encourage children to read with expression.

► Write

Objective Write letters, words, and sentences

- Use the **Sound-Spelling WorkBoards**. Say each sound one at a time: /i/, /h/, /d/, /f/, /n/, /m/, /p/, /l/, /e/, /g/, /st/. Have children write the letter or letters. Say each word: *hide, dime, nest, pig, Fine*. Have children write each word.
- Ask children to write sentences about an event in either story.

See the Writing lessons on page 165.



Reading Triumphs

Materials

- Reading Triumphs pp. 22–26; 28–32
- Take-Home Book; Practice Book pp. 109–110
- Listening Library
- Assessment Book
- Large Letter Cards: *d, e, f, i, l, m, n, s, w*
- Letter Tiles

- Word Cards: *how, now, there, where*
- Comprehension Cards

Online Resources

- Bibliography

Working with Words

► Phonemic Awareness

Objective Review phonemes

- I Do**
- Listen as I say a word in parts: /m/ /i/ /l/. I can blend these sounds: /mmmīlll/. Say it with me: *mile*.
 - The sound in the middle of *mile* is /i/.
 - Repeat this procedure with *slide, like, and wise*.
- We Do**
- Ask children a riddle such as the following: *This is a small coin. It begins with /d/. It rhymes with time. What word am I thinking of?*
 - Have children guess the word. *Now let's segment and blend the word dime together: /d/ /i/ /m/, /dīīmmm/, dime.*
 - Ask a volunteer to offer another word that begins with the /i/ sound in the middle, such as *size*.
 - Repeat with this riddle: *I can ride down a hill on this. It begins with /b/. It rhymes with hike. What word am I thinking of?*
- You Do**
- Ask children the following riddles and have them blend the word that is the answer.
 - *This word is a number. The word begins with /n/. It rhymes with fine. What word am I thinking of?* Ask children to segment and blend *nine*.
 - *The sun does this. The word begins with the /sh/ sound. It rhymes with line. What word am I thinking of?* Ask children to segment and blend *shine*.
 - Invite children to make up their own riddles using words with the /i/ sound in the middle.

► Phonics

Objective Review blending words with /i/i_e

- I Do**
- Use **Large Letter Cards** or **Letter Tiles** *l, i, f, e*.
 - Listen as I blend these letters: /llīīffff/, *life*.
 - Repeat with **Letter Cards** *w, i, f, e*, and *s*. Build and blend the words *wife* and *wise*.
- We Do**
- Display **Letter Cards** or **Letter Tiles** *i* and *e*. Turn all the remaining **Letter Cards** or **Letter Tiles** facedown on a flat surface.
 - Take turns turning over **Letter Cards** or **Letter Tiles** until you have enough letters to build a word with the *i* and *e*, for example: *I have turned over the cards l and m, so I can build the word lime. Let's blend and say this word together: /llīīīmmm/, lime.*
 - Turn the **Letter Cards** or **Letter Tiles** facedown and repeat the procedure by building two more words and blending them with children.
- You Do**
- Guide children to take turns turning over **Letter Cards** or **Letter Tiles** until they have enough cards to build a word with /i/i_e.
 - Ask children to build that word. As a group, have children decide if the word has the /i/ sound.
 - If so, guide children to blend the word they build.
 - You may wish to list all the words children build and blend.

Words to Know

► High-Frequency Words: *where, now, how, there*

Objective Review high-frequency words

- Display **Word Cards** *where, now, how, there*.
- Say each word and have children point to the correct card.
- Have children **read, spell, and write** each word.
- Have partners work together to create sentences using all of the words.
- Prompt pairs to share their sentences and to read each other's aloud.

ELL Model using each word in a sentence. For more support, see pages T6 and T7.

Time to Read

► Read Take-Home Book

Objective Review analyze story structure: Make predictions

- Reread and review “Five Ducks and a Frog” and “Miss Fine’s Dime” using the **Listening Library** audio selection. Then read the **Take-Home Book** story together with children.
- Have children whisper-read the **Take-Home Book** story independently. Listen while children read, offering guidance as necessary.

See **Practice Book** pages 109–110.

► After Reading

Have children respond to “Five Ducks and a Frog,” “Miss Fine’s Dime,” and the **Take-Home Book** story. Ask the following questions:

- What predictions did you make as you read each story?
- How did you confirm if your predictions were correct?

CORRECTIVE FEEDBACK

If children cannot make predictions, use **Comprehension Card: Make Predictions**.

Quick Check

Can children make predictions? If not, use the **Additional Instruction** on pp. 166–169.

► Build Fluency: Connected Text

Objective Increase reading speed

- Model reading a page from the **Take-Home Book** story using appropriate expression and phrasing.
- Choral-read the story aloud with children using appropriate phrasing and expression.

► Writing

Objective Write and share simple sentences

- Have children write simple sentences about the main idea and supporting details in the **Take-Home Book** story.
- Encourage children to write high-frequency words and words containing /ī/i_e.
- Invite children to share their sentences with classmates.

See the Writing Lessons on page 165.

Invite children to read the **Take-Home Book** story to their family and friends.

► Self-Selected Reading

Objective Read independently

- Have children select books to read on their own. See the Online Bibliography for suggested titles.

Weekly Assessment

Have children complete the Mid-Unit Assessment on **Assessment Book** pages 116–121.

Fluency Use the passage on **Assessment Book** pages 40–41.

Lesson 6

Grammar
Verbs with -s

Writing
Shared Writing

Lesson 7

More Word Work
Soft c and soft g, -dge

Grammar
Verbs with -es

Writing
Interactive Writing

Lesson 8

Grammar
Mechanics

Writing
Trait: Sentence Fluency
Independent Writing:
Focus and Plan,
Prewrite and Draft

Lesson 9

More Word Work
Word Sort: Long i (i_e)

Writing
Independent Writing:
Revise and Edit

Lesson 10

Writing
Independent Writing:
Publish and Present

More Word Work

Materials

- large index cards with *bike, chime, dime, fine, hike, mice, nice, rice, ride, side* and **spelling words** *hide, like, mine, time*
- pocket chart

► Soft c and soft g, -dge

Objective Blend words with soft c and soft g, -dge

- Write the words *nice* and *race* on the board. Point to the letters as you say the sounds and read the word. **Listen as I say the sounds and read each word:** /n/ /ī/ /s/, /nnīīīss/; /r/ /ā/ /s/, /rrāāāsss/.
- Underline the letter *c* in *nice* and *race*. Tell children that the letter *c* has the /s/ sound when followed by the letter *e*. It is called a *soft c*. Read the words and have children chorally repeat.
- Write the words *cage* and *judge*. Point to the letters as you say the sounds and read the words. **Listen and repeat:** /k/ /ā/ /j/, /kāāāj/; /j/ /u/ /j/, /juj/.
- Underline the letter *g* in *cage* and the *-dge* in *judge*. Explain that the letters *g* and *dg* have the /j/ sound when followed by the letter *e*. It is called a *soft g*. Read the words and have children repeat.

► Word Sort: -ice, -ide, -ike, -ime, -ine

Objective Sort words in word families

- Place the cards for *rice, hide, like, time, and mine* in five columns in the pocket chart. Point to the letters as you say the sounds and read each word.
- Hold up the card for *dime*. **Listen as I say the sounds in each word:** /d/ /ī/ /m/, /dīīīmmm/. Model placing the card for *dime* under *time*.
- Repeat for other cards, having children sort them. Have children chorally read all the words.

Grammar

► Present-Tense Verbs

Objective Understand present-tense verbs

Present-Tense Verbs with -s

- Remind children that a word that tells what someone is doing is called a *verb*.
- Write and read aloud: *Jill runs up the hill. What is Jill doing? Runs is the verb. She is doing the action now, in the present.* Explain that when a present-tense verb tells about one person, it ends in -s.
- Write and read aloud: *Jack and Jill run down the hill.* Point out that when a verb tells about more than one person, you do not add -s.
- Write and read aloud: *Dan and Meg swim, Dan and Meg hop, Dan and Meg jump.* Guide children in selecting a sentence, rewriting it to be about only one person, and adding -s to the end of the verb --for example, *Meg hops*.

Present-Tense Verbs with -es

- Write on the board: -ch, -sh, -x, -z, and -ss. Tell children that if a verb ends in -ch, -sh, -x, -z, or -ss, you must add -es instead of -s to tell about the present-tense action of one person.
- Write the word *fix*, and blend the word. Then add -es at the end. **Listen as I say the sounds in the word:** /fiks/ /ez/. **In words that end with the letter x, the -es makes the /ez/ sound.**
- Write: *punches, wishes, buzzes, and kisses*. Underline the -es in each word. Read each word aloud. Have children chorally repeat.
- Write and read aloud: *mix, rush, pinch*. Guide children in adding -es to the end of each verb. Have children chorally read the words.
- Write and read aloud: *Jill ride a bike. Jill fix it.* Guide children in adding -s or -es to the verbs and then have them read the sentences aloud.

► Mechanics: Book Titles

- Remind children that the names of people and other proper nouns begin with capital letters.
- Explain that book titles are like names. *We start each of our names with a capital letter, and we start the important words in a book title with capital letters, too. We do not capitalize little words like the, a, of, and, and in, unless they are the first or last words in a title.*
- Hold up a storybook cover. Point to each word as you read it aloud. *Which words begin with a capital letter? Which words do not begin with a capital letter?* Repeat with other book titles.

Writing Persuasive

Objective Compose persuasive sentences

► Shared Writing

- Discuss with children how Frog gets to play with the ducks in the story “Five Ducks and a Frog.” Tell children that they will be writing sentences that try to get people to do something.
- Have children think about what they would say to people to get them to help clean a neighborhood park. Record their responses.
- Use children’s suggestions to write sample persuasive sentences: *Many people use the park. Please help us clean the park.*
- Point out the verbs children have used.

► Interactive Writing

- Ask children about things they like doing in a park. Record their responses.
- Pick one idea to write about, such as playing ball.
- Model persuasive sentences by writing one of the suggestions: *Many people have ball games in the park. Help keep the park clean.*
- Have children use the class list to create a persuasive sentence about why it is important to clean the park.
- Once a sentence is generated, repeat it several times for children. Have children share the pen to help write words or add a punctuation mark. Repeat with more sentences.
- Point out any verbs children have used.

► Writing Trait: Sentence Fluency

- Explain that writers can make their writing sound like someone is talking. This makes the writing easier to read.
- Point out that writers can use short and long sentences to make their writing more interesting. Write and read: *May is sad. I can make her happy. This funny duck will make her happy. These sentences are too much alike. Let’s make them more interesting.* Write and read: *Why is May sad? Let’s make her happy. Let’s sing her a song!* Have children chorally read the sentences.

► Independent Writing

Focus and Plan

- Ask children to think about ways to ask people to help clean a neighborhood park.

Prewrite and Draft

- Have children draw a sign with a picture of themselves in a park doing something they enjoy.
- Have children write persuasive sentences about why it is important to help clean the park.

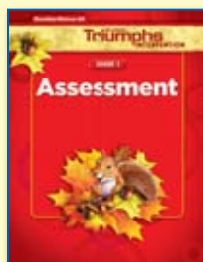
Revise and Edit

- Ask children to check the sentences they wrote about helping to clean the park. Have them decide if the sentences are persuasive.
- Have children work with a partner and read each other’s sentences. *Do you think people will help clean the park after reading your partner’s sentences?*
- Have children check that the sentences all begin with a capital letter and end with the correct punctuation mark.

ELL Have children draw a picture of themselves in their neighborhood park. Write: *I like the park because _____. Please help clean the park.* Guide children in filling in the sentence frame for their drawing.

Publish and Present

- Have partners take turns reading their persuasive sentences to the class.
- Create a class Help Clean the Park book.



Assessment Book

Choose from the Additional Instruction for children who need more support. Use Mid-Unit Assessment to check children's progress.

Working with Words

Materials

- Reading Triumphs pp. 6; 20
- Sound-Spelling Cards: *Five, Train*
- Sound-Spelling WorkBoards
- Letter Tiles
- Large Letter Cards: *a–z*
- hand puppet
- markers or counters

Online Resources

- **IWB** [Interactive White Board Phonics Lessons](#)

► Phonemic Awareness

Objective Isolate and blend phonemes

Review Phonemes Display the *Train Sound-Spelling Card*. Listen to this word: *Train*. *Train* has the /ā/ sound in the middle. Say the sound with me: /ā/. This is the long *a* sound. Repeat with the word *bake*.

- For lessons 6–10, repeat the above routine for the long *i* sound using the *Five Sound-Spelling Card*.

Blend Phonemes Tell children to listen as the puppet strings sounds together to form a word: /m/ /ā/ /z/, /mmmāāāzzz/, *maze*. Have children repeat: /m/ /ā/ /z/, /mmmāāāzzz/, *maze*. Point out that *maze* has the /ā/ sound in the middle.

- Let's say another word. Listen for /ā/ in the middle of the word: /s/ /ā/ /m/, /sssāāāmmm/, *same*.
- Tell children to listen as the puppet strings sounds together to form a word: /g/ /ā/ /m/, /gāāāmmm/, *game*. Have children repeat: /g/ /ā/ /m/, /gāāāmmm/, *game*. Point out that *game* has the /ā/ sound in the middle.

- Let's say more words. Listen for /ā/ in the middle of each word: /l/ /a/ /t/, /lllāāāt/, *late*; /s/ /ā/ /v/, /sssāāāvzv/, *save*.
- Model placing markers in the sound boxes on the **Sound-Spelling WorkBoards**. I will place one marker in a box for each sound I make: /t/ /ā/ /p/. Now I will point to a marker as I say each sound and then string the sounds together: /tāāāp/, *tape*.
- Have children take turns placing markers in the sound boxes as they blend these words: *date*, *blame*, *gave*, *rake*.
- For lessons 6–10, repeat the above routine for long *i* using the words *side*, *hike*, *time*, *fine*, *smile*.

Segment Phonemes Tell children to listen as the puppet slowly says these words: *gate*, *save*, *game*. The puppet will say the words again. Listen for the /ā/ sound in the middle of each word: /gāāāt/, /sssāāāvzv/, /gāāāmmm/. Have children repeat the sounds and say each word.

- Repeat each word slowly after me: *save*, *rate*, *bake*, *tame*. What sound do you hear in the middle of each word? Each word has /ā/ in the middle. Let's say the words again: *save*, *rate*, *bake*, *tame*.
- Place three markers in the sound boxes on the **Sound-Spelling WorkBoard**. Listen to the word: *gate*. The word has three sounds. Each marker stands for one sound. What sound do you hear in the middle of the word *gate*? The word *gate* has /ā/ in the middle. Which marker stands for the /ā/ sound? Yes, the middle marker stands for /ā/.
- Place three markers in the sound boxes on the **Sound-Spelling WorkBoard**. Listen to the word: *sale*. What sound do you hear in the middle of the word *sale*? (/ā/) Which marker stands for the /ā/ sound? (the middle marker) How many sounds are in the word *sale*? Repeat with *fade*, *take*, *lane*.
- Have children take turns placing markers in the sound boxes and pointing to the marker that stands for /ā/ in the words *sale*, *fade*, *take*, *lane*.
- For lessons 6–10, repeat the above routine for long *i* using the words *five*, *bite*, *ride*, *dime*, *shine*.

► Phonics

Objective Decode words with /ā/a_e, /ī/i_e

Review Letter/Sound Correspondence Display the *Train Sound-Spelling Card*. The letters *a* and *e* work together to stand for the long *a* sound /ā/, as in the middle of *gate*. Write the word *gate*. Draw a line under the letters *a* and *e* as you say /ā/.

- For lessons 6–10, repeat the above routine for the long *i* sound using the *Five Sound-Spelling Card*.

Blend Words Use the **Letter Tiles** to model blending words. Place **Letter Tiles** *g, a, t, e* in the sound boxes on the **Sound-Spelling WorkBoard**.

- The letter *g* stands for the sound /g/. The letter *a* stands for the sound /ā/. The letter *t* stands for the sound /t/. The letter *e* is silent. Listen as I blend all three sounds together: /gāāt/, *gate*.
- Place **Letter Tiles** *t, a, p, e* in the sound boxes on the **Sound-Spelling WorkBoard**. What sound does the letter *t* stand for? Yes, it stands for /t/. What sound does the letter *a* stand for? Yes, it stands for /ā/. What sound does the letter *p* stand for? Yes, it stands for /p/. What sound does the letter *e* stand for? Yes, the *e* is a silent letter. Let's blend all three sounds together: /tāāp/, *tape*.
- Repeat the above routine with the words *gave, shake, late*.
- Have children take turns placing **Letter Tiles** in the sound boxes and blending sounds to form words.
- For lessons 6–10, repeat the above routine for long *i* using the words *bike, smile, life, wipe, chime*.

Build Words Use the **Letter Tiles** to model building words. Place **Letter Tiles** *t, a, m, e* in the sound boxes on the **WorkBoard**. Guide children to blend the sounds: /t/, /ā/, /m/, /tāāmmm/, *tame*.

- Let's change the *t* in *tame* to *g*. What word did we make? The letter *g* stands for the sound /g/. The letter *a* stands for the sound /ā/. The letter *m* stands for the sound /m/. The *e* is silent. Listen as I blend all three sounds together: /gāāmmm/, *game*. We made the word *game*.
- Change the letter *m* in *game* to *t*. What word did we make? Blend the sounds with me: /g/ /ā/ /t/, /gāāt/, *gate*. We made the word *gate*.

- Let's change the *g* in *gate* to *l*. Let's read the word: *late*. Continue changing one letter at a time to make the following words: *date, mate, male, sale, save, same, name, fame, shame, shave*.
- Have children take turns changing one or more **Letter Tiles** at a time to make a new word.
- Write the words you made, saying each sound and the letter or letters that stand for it. Then guide children in blending and building each word: *tame, game, gate, late, date, mate, male, sale, save, same, name, fame, shame, shave*.
- For lessons 6–10, repeat the above routine for long *i* using the words *file, fine, mile, tile, time, dime, lime, line, mine, dine, pine, spine, spike, like*.

Fluency: Letter Naming Tell children that you will hold up **Large Letter Cards**. They should name each letter. Hold up the **Letter Card** for each letter of the alphabet one at a time, in random order.

Fluency: Letter/Sound Correspondence Tell children that you will hold up **Letter Cards**. They should say the sound or sounds that the letters stand for. Hold up the **Letter Card** for each letter of the alphabet one at a time, in random order.

Fluency: Word Automaticity Display page 6 of **Reading Triumphs**. Read each word in "Phonics," blending the sounds and then saying the words as you read. Have children blend sounds and say the word after you.

- For lessons 6–10, repeat the above routine using page 20 of **Reading Triumphs**.

ELL As children practice the words in the lesson, review the meaning of the words that can be demonstrated in a concrete way. For more support, see pages T6–T7.

IWB For additional blending, word building, and fluency activities, use **Online Phonics Lessons**: Long *a*; Long *i*.

Words to Know

Materials

- Reading Triumphs pp. 6, 7; 20, 21
- Word Cards: *away, eat, how, now, said, there, today, where*
- Sound-Spelling WorkBoards
- pocket chart

► High-Frequency Words

Objective Reteach high-frequency words *today, eat, said, away* (Lessons 1–5); *where, now, how, there* (Lessons 6–10)

- Display **Word Cards** in the pocket chart.
- **Read, spell, and write** each word and use it in a sentence: *This is the word **there**. It is spelled t-h-e-r-e. There. There are three cats on the bed.*
- Have children chorally say each word aloud as you point to it. Point to each letter as children chorally spell the word aloud.
- Point out letters and their sounds that children have learned. *The word **now** begins with the letter **n**. We know that the letter **n** stands for the /n/ sound. The word **now** begins with the /n/ sound.*
- Hold up one **Word Card** at a time. Have children chorally read aloud each word. Have children write each word on their **Sound-Spelling WorkBoards** as they spell it aloud. Guide children to say a sentence using each word.
- Provide sentence starters using the words. For example: *I like to eat ____; Now I am ____.* *Today is ____.* Have children take turns orally completing the sentences. Write the sentences as children complete them and then read each sentence aloud. Have children take turns underlining the high-frequency words in the sentences.
- Have partners work together to write sentences using the high-frequency words.

Fluency: Word Automaticity For lessons 1–5, display page 6 of **Reading Triumphs**. Read aloud each word in “Words to Know.” Have children read aloud each word after you.

- For lessons 6–10, repeat the above routine using page 20 of **Reading Triumphs**.

Fluency: Connected Text For lessons 1–5, display page 7 of **Reading Triumphs**. Read “Fox and Grapes” aloud. Have children read the passage after you. Guide them to blend the sounds of decodable words and to say each high-frequency word.

- For lessons 6–10, repeat the above routine using “Where Will Pig Hide?” on page 21 of **Reading Triumphs**.

► Oral Vocabulary

Objective Develop oral vocabulary

- **Eating Words (Lessons 1–5)** Remind children that they have been using words that describe eating. *Eat, cake, cook, and hungry are words that we use when we are talking about eating. Crave is another word we can use when we are talking about eating. To cook is to make or prepare food. I am learning how to cook oatmeal.*
- Ask children to name things they like to cook and eat. Have them talk about how they feel when they are hungry.
- Have partners work together to create sentences using the oral vocabulary words *eat, cake, cook, and hungry*. Have them repeat their sentences to each other.
- **Position Words (Lessons 6–10)** Remind children that they have been talking about words that describe the placement of people or things. *We use the words **there, in, on, and beneath** when we talk about position. My books are on the desk.* Point out that *location* and *position* are other words that describe where people or things are.
- Have children take turns using the oral vocabulary words to describe where objects are in the classroom. *My pencil is beneath my chair.*
- Have partners work together to orally create sentences using the oral vocabulary words *there, in, on, and beneath*.

Time to Read

Materials

- Reading Triumphs pp. 14–18, 19; 28–32, 33

Online Resources

- **IWB** Interactive White Board Comprehension Lessons
- Graphic Organizers: Retelling Chart; Predictions Chart

► Comprehension: Text Evidence

Objective Review comprehension skills

Retell (Lessons 1–5) Remind children that retelling a story can help them understand it. When you retell a story, you use the words and the illustrations to tell what happened in the beginning, in the middle, and at the end.

- Display **Reading Triumphs** page 14. Let's reread "Jake's Cake." As we read, we will list details about the story on the Retelling Chart.
- Read pages 14 and 15: Who are the characters in the story? (Jake, Jane, and Ed) What is happening at the beginning of the story? (Jake and his pals are making a cake.) Let's add the details to our chart.
- Read pages 16 and 17: What do Jake and his pals do after mixing the cake? (They put it into the oven to bake and wait. Then they take the cake out of the oven.) Let's add these details to our chart.
- Read page 18: What happens at the end of the story? (The pals eat the cake.) Let's add this detail to our chart.
- Review Comprehension Check, page 19. 1. What do the characters do in the beginning, middle, and end? (At the beginning of the story, Jake, Jane, and Ed mix the cake. Then, in the middle of the story, they put the cake into the oven and wait for it to bake. They take the cake out of the oven. At the end of the story, the pals eat the cake.) Add the details to the chart. 2. How do the characters act like friends? (Jane and Ed help Jake bake a cake. They work together. When the cake is finished, they share it. These are all things friends do together.)

Make Predictions (Lessons 5–10) Explain that as children read stories, they can make predictions about what will happen next. As you read, you can use the words and illustrations to help you predict, or guess, what might happen next in the story. Then you can use the words and illustrations to see if your prediction was correct.

- Display **Reading Triumphs** page 28. As we reread "Miss Fine's Dime," we will record our predictions on the Predictions Chart.
- Read pages 28 and 29: What is Miss Fine's problem at the beginning of the story? (She cannot find her dime.) Who will help Miss Fine? (Mike)
- Read pages 30 and 31: Why does Mike ask Miss Fine to stand up? (Mike wants to see what's in Miss Fine's nest.) Where do you think the dime is? (in the nest) Let's add this prediction to our chart.
- Read page 32: Where is the dime? (in Miss Fine's nest) What clues helped you check your prediction? (The words and illustration on page 32 helped me check my prediction.) Let's add this information to our chart.
- Review Comprehension Check, page 33. 1. Where did you think Mike would find the dime? (in Miss Fine's nest) 2. How do you think the dime got into the nest? (Miss Fine probably dropped it into her nest. It might have fallen out of her pocketbook.)

ELL Have children draw three pictures to retell the events of the story. Ask them to describe each event. For more support, see pages T6–T7.

IWB **Online Comprehension Lessons:** Retell/ Summarize; Make Predictions

Self-Selected Reading

Have children select books. Guide them to make and confirm predictions about the stories and retell what happened at the beginning, in the middle, and at the end.



Reading Triumphs

Materials

- Reading Triumphs pp. 34–35
- Practice Book p. 111
- Sound-Spelling WorkBoards
- Large Letter Cards: *e, i, k, l, n, p, s, w*
- Sound-Spelling Cards: *Cheese, Whale*
- Word Cards: *how, now, our, there, under, was, where, your*

- hand puppet
- markers or counters
- pocket chart

Online Resources

IWB Interactive White Board
Phonics Lessons

Working with Words

► Phonemic Awareness

Objective Blend phonemes

Read aloud the following rhyme. Then reread it and invite children to chime in with you:

Lunch, lunch, lunch,
Watch what you munch!

- I Do** ■ Listen as the puppet says a word from the rhyme sound by sound, then strings together these sounds: /l/ /u/ /n/ /ch/, /llluuunnnch/, *lunch*.

- Repeat for /hw/ and *what*; for /ch/ and *watch*.

- We Do** ■ Say *check*, *whip*, and *patch*. Explain that *check* begins with /ch/, *whip* begins with /hw/, and *patch* ends with /ch/. Let's blend these words: *check*, /cheeek/; *whip*, /hwiiip/; *patch*, /paaach/.

- Repeat with *when/while*, *lunch/inch*, and *itch/catch*.

- You Do** ■ Model how to place markers in the sound boxes on the **Sound-Spelling WorkBoard** for each sound in the words *latch*, *that*, and *chick*.

- Ask children to orally blend the phonemes as you point to each marker.

- Repeat with *chip* and *whale*.

See **Practice Book** page 111.

CORRECTIVE FEEDBACK

Model blending *chick* using onset and rime: /ch/ /ik/. Let's say the word *chick* this way: /ch/ /ik/, *chick*. Now let's blend *chick*: /chiik/, *chick*. Repeat with *whale*, *ditch*.

Quick Check

Can children blend phonemes? If not, use Additional Instruction on pp. 206–209.

► Phonics

Objective Blend words with /ch/ch, -tch; /hw/wh-

Review Show the following **Large Letter Card** pairs as children say the sounds: *i_e*, *sk*, *sl*, *sn*, *sp*, *sw*. Mix the cards and repeat.

- I Do** ■ Display the *Whale Sound-Spelling Card*.

- These are the letters *w* and *h*. Together they make this sound: /hw/. This is the beginning sound in the word *whale*. Listen: /hw/ /ā/, *whale*. Repeat with *which*, *when*, *while*.

- Extend to /ch/, using the *Cheese Sound-Spelling Card* and the words *chip*, *check*, and *itch*.

- We Do** ■ Write *whale* on the board. Draw a line under the *wh* in *whale*. Have children chorally say /hw/.

- Listen as I point to the letters and say the sounds in *whale*: /hw/ /ā/ /l/. I hear /hw/ at the beginning of *whale*. Try it with me and then blend the sounds: /hw/ /ā/ /l/, /hwāāālll/, *whale*.

- Repeat with *which*, *whip* and then with *chat*, *inch*.

- You Do** ■ Model blending these words sound by sound. Then have children repeat.

when chick whisk whine pitch chop

IWB Online Phonics Lessons: Consonant Digraphs *wh*, *ch*, *tch*, *ph*

CORRECTIVE FEEDBACK

Write *when* on the board. Have children draw a line under the *wh* in *when*. These letters stand for the /hw/ sound at the beginning of *when*: /hw/ /e/ /n/, *when*. Let's blend *when*: /hweennn/, *when*. Repeat with *which* and *whip*; *chick* and *ditch*.

Quick Check

Can children blend words with /ch/ch, -tch; /hw/wh-? If not, use the Additional Instruction on pp. 206–209.

Words to Know

► Review High-Frequency Words

Objective Read and use previously introduced high-frequency words

- Review high-frequency words introduced in Unit 3, Week 2. *Let's review words we learned before.*
- Hold up **Word Cards** *where, now, how, and there* one at a time. Have children read each word.
- Have children use each word in a sentence.

► High-Frequency Words: *our, your, under, was*

Objective Read high-frequency words

- Display **Word Cards** *our, your, under, and was* in the pocket chart.
- Have children **read, spell, and write** *our*. Point to and say the word *our*. *This is the word our. It is spelled o-u-r. This is our classroom.*
- Follow the same steps to introduce *your, under, and was*.
- Have children make up sentences using the words. Provide sentence starters such as *That was a good _____* or *Can I use your _____*? Write the completed sentences on the board.

CORRECTIVE FEEDBACK

Point to, say, and spell *our*. *This word is our. Point to the word and say it with me: our. It is spelled o-u-r. Spell it with me. What word did you spell?*

Quick Check

Can children read *our, your, under, and was*? If not, use the Additional Instruction on pp. 206–209.

► Oral Vocabulary: Taste Words

Objective Develop oral vocabulary

- **Define** Talk about the words *tasty, sweet, sour, and delicious* as words that we might use to describe the taste of foods that we eat.
- **Example** Use each word in a sentence. *I think apples are tasty.*
- **Ask** Have children describe foods they like to eat. Prompt them to use *tasty, sweet, sour, or delicious* to describe how those foods taste.

► Build Fluency: Word Automaticity

Objective Improve word accuracy

Display **Reading Triumphs** page 34. Read each word in “Working with Words,” blending the sounds or saying the words as you read. Have children blend or say each word after you.

Time to Read

► Read “Our Lunch”

Objective Read words in connected text

- Have children read aloud “Words to Know.”
- **Choral Reading** Read “Our Lunch” together.
- **Independent Reading** Then have children whisper-read the story independently. Listen while children read, offering guidance as necessary.
- **Partner Reading** Finally, ask children to partner-read “Our Lunch.”

► Write

Objective Write letters, words, and a sentence

- Use the **Sound-Spelling WorkBoards**. Say the sounds: /ch/, /b/, /u/, /p/, /l/, /i/, /n/, /m/, /t/, /o/. Have children write the letters. Say each word: *lunch, bite, munch, chomp*. Have children write each word.
- Have children write a sentence about eating lunch.

ELL Work with children to think of a sentence to write. Then share the pen, having children write the letters that they know. For more support, see pages T6 and T7.

See Grammar and Writing lessons on pages 180–181.



Reading Triumphs

Materials

- Reading Triumphs pp. 34; 36–41
- Practice Book p. 112
- Sound-Spelling WorkBoards
- Large Letter Cards: *a, b, c, e, f, h, i, l, n, o, p, s, t, w*
- Letter Tiles
- Word Cards: *our, under, was, your*

- hand puppet
- markers or counters

Online Resources

- IWB** **Interactive White Board**
- Comprehension Lessons
- Graphic Organizer: Main Idea and Details Chart

Working with Words

Phonemic Awareness

Objective Identify phonemes in isolation

Read aloud the following rhyme. Then reread it and invite children to chime in with you:

Lunch, lunch, lunch,
Watch what you munch!

- I Do** ■ Listen as the puppet says each word slowly. The first three words begin with the sound /ch/. The last three words end with the sound /ch/.
- chick chop chomp crunch much bunch

- We Do** ■ Ask children to say each word after you, stretching the sounds: *chop, chomp, chip*.
- Emphasize /ch/ as you say each word: *chop, chomp, chip*. What sound do you hear at the beginning of each word? Let's say it: /ch/.
- Repeat with *lunch, inch, latch, itch, and match*.

- You Do** ■ Tell children that you will say three words. Ask children to say the words with the /ch/ sound after you. Say these words: *kick, chick, chair*.
- Repeat with *check, clip, chin*; and *reach, lunch, luck*.

CORRECTIVE FEEDBACK

Using the sound boxes on the **Sound-Spelling WorkBoards**, model how to isolate the sounds in *chip*. Stretch the sounds as you drag one marker onto each box. Have children repeat. Continue with *check, inch, and chase*.

Quick Check

Do children recognize /ch/? If not, use the Additional Instruction on pp. 206–209.

Phonics

Objective Blend words with /ch/ch, -tch; /hw/wh-

Review Show the following **Large Letter Card** pairs as children say the sounds: *i_e, a_e, cl, fl, pl, sl*. Mix the cards and repeat.

- I Do** ■ Use **Letter Cards** or **Letter Tiles** *c, h, i, p*.
- Model blending. When the letters *c* and *h* come together, they stand for the /ch/ sound. The letter *i* stands for the sound /i/. The letter *p* stands for the sound /p/. Listen as I blend all three sounds together: /chiip/, *chip*.
- Repeat with *inch, patch, and when*.

- We Do** ■ Blend the word *chip*: /chiip/. Blend it with me.
- Let's change the *i* in *chip* to *o*. What word did we make? Let's blend the sounds together.
- Repeat to build and blend *chap, chin, and chat*.

- You Do** ■ Guide children to change the *at* in *chat* to *ip*. What word did you make? What sounds changed to make the word *chip*?
- Continue to have children build and blend words. Change one or two letters at a time to make each of these words:

whip chip chin inch pinch pitch

See **Practice Book** page 112.

- ELL** Make the /ch/ sound and point out correct mouth position. Have children mimic you. Repeat for the /hw/ sound. Then, as children practice words with /ch/ch, -tch and /hw/wh-, review the meanings of words that can be demonstrated in a concrete way. For example, draw a check mark. Provide such sentence frames as *Did you write a _____ to show you finished the job?* for children to complete. For more support, see pages T6–T7.

See the More Word Work lessons on page 180.

Words to Know

► High-Frequency Words: *our, your, under, was*

Objective Read high-frequency words

- Hold up the **Word Cards** one at a time: *our, your, under*, and *was*. Have children **read, spell, and write** each word.
- Repeat in random order at varying speeds.

CORRECTIVE FEEDBACK

Point to, say, and spell *your*. This word is *your*. Point to the word and say it with me: *your*. It is spelled y-o-u-r. Spell it with me. What word did you spell?

Quick Check

Can children read *our, your, under*, and *was*? If not, use the **Additional Instruction** on pp. 206–209.

► Oral Vocabulary: Taste Words

Objective Develop oral vocabulary

- Remind children that the word *delicious* describes how food can taste.
- **Define** Tell children that something is *delicious* if it tastes really good.
- **Example** Use *delicious* in a sentence: *The salad I ate for lunch was delicious.*
- **Ask** What have you eaten recently that tasted delicious to you?

► Build Fluency: Word Automaticity

Objective Improve word accuracy

Display page 34 of **Reading Triumphs**. Read each word in “Working with Words,” blending the sounds or saying the words as you read. Have children blend or say each word after you. Then say the words in random order. Have children point to each word.

Time to Read

► Read “Let’s Eat Lunch”

Objective Monitor comprehension/reread: Main idea and details

Before Reading Preview the selection by reading aloud the title. What do you think the animal is doing?

- Help children set a purpose for reading: What do you think we will learn about in this selection?
- Have children read aloud “Words to Know.”

During Reading Read the selection together. Use a Main Idea and Details Chart to record details. Guide children in a choral reading, pausing after each spread to check comprehension. After page 37, ask: What are both animals doing? After page 39: What are the rabbit and the cow both doing? After page 40: What are the children doing?

After Reading Explain that as children read nonfiction selections, they can think about the main idea and details. Think about the details on each page. Then think about what all of the details have in common. What the details have in common will be the main idea. Model determining the main idea of “Let’s Eat Lunch.” We read that horses and chimps eat. Then we read that rabbits and cows eat, too. Finally we read that children eat. All of the details are about different creatures that eat. This tells me that the main idea is that all animals and people eat.

IWB **Online Comprehension Lessons:** Main Idea and Details

► Comprehension Check: Text Evidence

Display page 41 of **Reading Triumphs**. Have children retell the story. Prompt them to use the evidence in the text and the illustrations to answer the **Think About It** questions.

► Write

Objective Write letters, words, and a sentence

- Use the **Sound-Spelling WorkBoards**. Say the sounds: /ch/, /l/, /u/, /m/, /kr/, /n/. Have children write the letters and words: *lunch, munch, crunch*.
- Have children write about the selection.

See Grammar and Writing lessons on pages 180–181.



Reading Triumphs

Materials

- Reading Triumphs pp. 34; 42–47
- Practice Book pp. 113–114
- Sound-Spelling WorkBoards
- Large Letter Cards: *a, e, h, i, o, s, t, u*
- Sound-Spelling Card: *Cheese*
- Word Cards: *our, under, was, your*
- Comprehension Cards
- hand puppet

- markers or counters
- pocket chart

Online Resources

- IWB Interactive White Board**
- Comprehension Lessons
- Graphic Organizer: Main Idea and Details Chart

Working with Words

Phonemic Awareness

Objective Segment phonemes

Read aloud the following rhyme. Then read it again and invite children to chime in with you:

Chip likes to pitch and catch.
He plays by the flower patch.

- I Do**
- Listen as the puppet says each sound in a word: *Chip*, /ch/ /i/ /p/; *pitch*, /p/ /i/ /ch/; *when*, /hw/ /e/ /n/. Point out the /ch/ or /hw/ sound in each word.

- We Do**
- Place markers in the sound boxes on the **Sound-Spelling WorkBoard** for *pitch*.
 - Let's say the word *pitch* together. There are three markers to stand for three sounds: /p/ /i/ /ch/. Listen as I say each sound: /p/ /i/ /ch/, *pitch*. Let's say the sounds in the word *pitch* again.
 - Repeat with *Chip*, *such*, *match*, *patch*, *while*, *whiz*.

- You Do**
- Have children place markers in the sound boxes for the sounds in the word *catch*, placing one marker for each sound.
 - Have children repeat to segment other words with /ch/ or /hw/, such as *much*, *chin*, and *whip*.

CORRECTIVE FEEDBACK

Listen: *pitch*, *ditch*. Listen to the last sound in each word: /p/ /i/ /ch/, /d/ /i/ /ch/. What sound do you hear at the end? Let's say it again: /ch/. Repeat with *Chip* and *chunk*, *when* and *what*, *much* and *such*.

Quick Check

Can children segment phonemes? If not, use the Additional Instruction on pp. 206–209.

Phonics

Objective Blend words with /ch/ch, -tch; /hw/wh-

Review Show the following **Large Letter Cards** or pairs as children say each sound: *a, e, o, u, i_e, sh, th*. Mix the cards and repeat.

- I Do**
- Display the *Cheese* **Sound-Spelling Card**.
 - The letters *ch* and *-tch* can stand for the sound /ch/. This is the sound at the beginning of *cheese* and at the end of *Mitch*.
 - Write the word *Mitch* on the board. Draw a line under the letters *tch* as you say the sound /ch/.
 - Repeat for *-tch* with *catch*, *hitch*; for *ch* with *chat*, *much*; and for *wh-* with *when*, *white*.

- We Do**
- Write the words *pitch* and *chin* on the board.
 - Listen as I say *pitch*: /p/ /iii/ /ch/. I hear /ch/ at the end of *pitch*, so I circle the *tch*. Circle the letters *tch*. Now listen as I say *chin*: /ch/ /iii/ /nnn/. I hear /ch/ at the beginning. What letters should I circle?
 - Repeat the routine for /hw/wh- with *whisk*, *whiff*.

- You Do**
- Have children write *tch* on the **Sound-Spelling WorkBoards** when you say a word with /ch/ spelled *-tch*. Say these sets of words: *Mitch*, *pitch*, *mitt*; *man*, *match*, *ditch*; *hatch*, *path*, *patch*.
 - Repeat for /ch/ch with *inch*, *mutt*, *much*; *cat*, *chat*, *check* and for /hw/wh- with *went*, *when*, *white*.

CORRECTIVE FEEDBACK

Model blending *Mitch*. Write *M*. Have children say /m/. Write *i*. Have children say /i/, then blend /mmiii/. Write *tch*. Have children say /ch/, then blend /mmiiiich/. Repeat with *itch*, *chess*, *such*, *whip*, *while*.

Quick Check

Can children blend words with /ch/ch, -tch; /hw/wh-? If not, use the Additional Instruction on pp. 206–209.

Words to Know

► High-Frequency Words: *our, your, under, was*

Objective Read high-frequency words

- Display **Word Cards** *our, your, under, and was* in the pocket chart.
- Say the word *our*. Have children point to and spell the word aloud.
- Repeat the above to review *your, under, and was*.

See **Practice Book** page 113.

► Oral Vocabulary: Taste Words

Objective Develop oral vocabulary

- **Discuss** Remind children that *sweet, tasty, sour, and delicious* are words we use to describe how food tastes. *This apple is sweet and tasty.*
- **Connect** Ask children to act out eating a meal. Prompt them to use one of the words to describe how their imaginary food tastes.

► Build Fluency: Word Automaticity

Objective Improve word accuracy

- Display page 34 of **Reading Triumphs**. Read each word in “Working with Words,” blending the sounds or saying the words as you read. Have children blend or say each word after you.
- **Reread** Have children **reread** the previous story from **Reading Triumphs**. Circulate and listen in.

Time to Read

► Read “Snakes, Snakes, Snakes!”

Objective Monitor comprehension/reread: Main idea and details

Before Reading Preview the selection by reading aloud the title.

- Help children set a purpose for reading: *What might we learn about snakes? Let’s find out!*

During Reading Read the selection together. Use a Main Idea and Details Chart to help children record selection details as you read. Pause after each spread. After page 43, ask: *What size are snakes?* After page 45: *Are snakes fast or slow?* After page 46: *What is something that snakes eat?*

- **Independent Reading** Have children whisper-read the selection.

See **Practice Book** page 114.

After Reading Discuss the important details in the selection and how they help you understand the main idea. *To figure out the selection’s main idea, we need to think about all of the details. We read that snakes can be big or small; that snakes have scales; that snakes have no legs but are fast; that snakes can stay cool by going under rocks; and that snakes can eat eggs. What do all of these details have in common? Each page of the selection tells us something about snakes.*

IWB **Online Comprehension Lessons:** Main Idea and Details

► Comprehension Check: **Text Evidence**

Display page 47 of **Reading Triumphs**. Have children retell the selection and use the text and photographs to answer the **Think About It** questions.

- **ELL** Model answering the questions and explaining how you used the text and photographs. For more support, see pages T6 and T7.

CORRECTIVE FEEDBACK

If children cannot identify the main idea, use **Comprehension Card: Main Idea and Details**.

Quick Check

Can children identify the main idea? If not, use the Additional Instruction on pp. 206–209.

► Write

Objective Write letters, words, and a label

- Use the **Sound-Spelling WorkBoards**. Say each sound: /ch/, /sn/, /k/, /u/, /n/, /ā/, /l/, /a/. Have children write the letters and words: *snake, lunch, catch*.
- Have children draw and label a picture of snakes.

See Grammar and Writing lessons on pages 180–181.



Reading Triumphs

Materials

- Reading Triumphs pp. 34; 36–40; 42–46
- Large Letter Cards: *a, c, e, g, h, i, k, l, m, n, o, p, s, t, u, w*
- Letter Tiles
- Word Cards: *our, under, was, your*
- Sound-Spelling WorkBoards
- hand puppet

Online Resources

- Graphic Organizer: Main Idea and Details Chart

Working with Words

► Phonemic Awareness

Objective Identify phonemes in isolation

Read aloud the following rhyme. Then reread it and invite children to chime in with you:

Chip likes to pitch and catch.
He plays by the flower patch.

- I Do**
- Use the puppet to model how to isolate sounds.
 - Listen as the puppet slowly says *Chip, pitch, ditch, and much*. Listen to the /ch/ sound at the beginning or end of each word.

- We Do**
- Ask children to say each word slowly after you: *Mitch, pitch, ditch, Chip*.
 - What sound do you hear at the end of *Mitch, pitch, and ditch*? What sound do you hear at the beginning of *Chip*? Do you hear the /ch/ sound?
 - Repeat for /hw/ with *whip, while, whiz, and white*.

- You Do**
- Tell children that you will ask questions with two possible answers. Ask children to answer each question with the word that has the /ch/ sound at the beginning or end. Ask: *Would you rather catch or throw? Which word has the /ch/ sound?*
 - Repeat with these questions: *Would you rather eat lunch or dinner? Would you rather boo or cheer? Would you rather play or watch? Would you rather drink punch or milk?*
 - Extend with similar questions for word pairs containing /hw/.

ELL Make the /ch/ sound and point out correct mouth position. Have children mimic you. Repeat for /hw/. Have children say minimal contrast pairs: *chip/whip, cheat/wheat*. For more support, see pages T6–T7.

► Phonics

Objective Blend words with /ch/ch, -tch; /hw/wh-

Review Show each of the following **Large Letter Card** pairs one at a time as children say the sound: *a_e, i_e, th, sh, ng*. Mix the cards and repeat.

- I Do**
- Use **Letter Cards** or **Letter Tiles** *w, h, e, n*. Model blending.
 - The letters *w* and *h* stand for /hw/. The letter *e* stands for /e/. The letter *n* stands for /n/. Listen as I blend these sounds together: /hweennn/, *when*. Say it with me: *when*.
 - Repeat with *whale, which, and whip*.

- We Do**
- Let's change the *wh* in *whip* to *ch*. What word did we make? Let's blend the sounds: /chiip/, *chip*.
 - Now let's change the *p* in *chip* to *n*. What word did we make? Let's blend the sounds: /chiiinn/, *chin*.

- You Do**
- Guide children to change the *n* in *chin* back to *p* to make the word *chip* again.
 - Now change the *i* in *chip* to *a*. What word did you make? Blend the sounds in this word.
 - Have children continue to change letters to make *chop, chock, check, chick, and whisk*.

CORRECTIVE FEEDBACK

Give one child **Letter Card** *s*, a second child **Letter Card** *u*, and a third child **Letter Cards** *ch*. Model blending *such*. Have the child with **Letter Card** *s* say /s/ and write *s*. Have other children say /s/. Repeat for *u* and then *ch*, blending /sssuuu/ and then /sssuuch/. Repeat the routine with *match, whip, and white*.

Quick Check

Can children blend sounds in words with /ch/ch, -tch; /hw/wh-? If not, use the Additional Instruction on pp. 206–209.

Words to Know

► High-Frequency Words: *our, your, under, was*

Objective Read high-frequency words

- Place **Word Cards** *our, your, under, and was* facedown.
- Tell children that you will turn over the **Word Cards** one at a time for them to read.
- Turn the cards over one at a time. Ask children to chorally call out each word.
- Mix and repeat.

CORRECTIVE FEEDBACK

Point to, say, and spell *your*. *This word is your. Point to the word and say it with me: your. It is spelled y-o-u-r. Spell it with me. What word did you spell? Let's use it in a sentence to tell about something in the classroom that belongs to another person.*

Quick Check

Can children read *our, your, under, and was*? If not, use the **Additional Instruction** on pp. 206–209.

► Oral Vocabulary: Taste Words

Objective Develop oral vocabulary

- **Confirm** Remind children that *sweet, tasty, sour, and delicious* are words we use to describe taste.
- **Discuss** Talk about other taste words, such as *tart* and *spicy*.
- **Connect** Prompt children to use these words as they discuss different foods that they like to eat.

For Additional Instruction, see pages 206–209.

► Build Fluency: Word Automaticity

Objective Improve word accuracy

- Display page 34 of **Reading Triumphs**. Read each word in “Working with Words,” blending the sounds or saying the words as you read. Have children blend or say each word after you.
- **Reread** Have children **reread** the previous story from **Reading Triumphs**. Circulate and listen in.

Time to Read

► Read “Let’s Eat Lunch” and “Snakes, Snakes, Snakes!”

Objective Monitor comprehension/reread: Main idea and details

Before Reading Remind children that nonfiction selections have a main idea. They can think about the important details and what they have in common. This will tell them what the main idea is.

During Reading Read “Let’s Eat Lunch” together. Pause after each spread and guide children to identify the important details. Then model using the details to determine the main idea.

- Read “Snakes, Snakes, Snakes!” together. Pause after each spread and prompt children to identify the important details.
- Have children use a Main Idea and Details Chart to record the important details and to determine the selection’s main idea.
- **Partner Reading** Have partners read one of the selections together. Guide them to discuss the details and the main idea.

After Reading Ask the following questions:

- *What details did you learn about animals in “Let’s Eat Lunch”? What was it mainly about?*
- *What details did you learn in “Snakes, Snakes, Snakes!”? What was it mainly about?*

► Build Fluency: Connected Text

Objective Model fluency

Echo-Read Read each book one page at a time and ask children to read each page after you. Have them read at the same speed and with the same expression that you use.

► Write

Objective Write letters, words, and sentences

- Use the **Sound-Spelling WorkBoards**. Say the sounds one at a time: /ch/, /u/, /n/, /l/, /kr/, /m/. Have children write the letters and words: *lunch, crunch, munch*. Have children write each word.
- Ask children to write about a favorite lunch. See the Writing lessons on page 181.



Reading Triumphs

Materials

- Reading Triumphs pp. 36–40; 42–46
- Take-Home Book; Practice Book pp. 115–116
- Listening Library
- Assessment Book
- Large Letter Cards: *a, c, f, h, i, l, m, n, p, t*
- Letter Tiles
- Sound-Spelling Cards: *Cheese, Whale*
- Comprehension Cards

Online Resources

- Bibliography

Working with Words

► Phonemic Awareness

Objective Review phonemes

- I Do**
- Listen as I say a word in parts: /l/ /u/ /n/ /ch/. I can blend these sounds: /lluuunnch/. Say it with me: *lunch*. Now listen as I say another word in parts: /hw/ /e/ /n/. I can blend these sounds: /hweennn/. Say it with me: *when*.
 - The sound at the end of *lunch* is /ch/. The sound at the beginning of *when* is /hw/.
 - Repeat this routine with *lunch, latch, whip, whiz*.
- We Do**
- Have children segment and blend the word *Chuck* with you: /ch/ /u/ /k/, /chuuuk/, *Chuck*.
 - Ask children to segment and blend words that begin or end with the /ch/ sound, such as: /ch/ /i/ /m/ /p/, /chiiimmp/, *chimp*. Repeat with *chest, bench, lunch, pitch, and catch*.
 - Ask children to segment and blend words that begin with the /hw/ sound: /hw/ /i/ /t/, /hwiit/, *white*. Repeat with *whale, whip, and whine*.
- You Do**
- Tell children that you will ask some questions about a boy named Chuck who only likes things that begin or end with the same sound as he has at the beginning of his name. *The sound at the beginning of Chuck is /ch/. Which does Chuck like better, grapes or cherries?*
 - Continue with these questions: *Does Chuck like cheeseburgers or hamburgers? Does Chuck like fish or chicken? Does Chuck eat lunch or dinner? Does he pitch or run? Does Chuck catch or throw?*
 - Repeat for a girl named Whitney with these questions: *Does Whitney like goldfish or whales? Does she like cake with whipped cream or with icing? Does Whitney wear red or white? Does she whine or scream?* Repeat until all children have had a turn.

► Phonics

Objective Review blending words with /ch/ch, -tch; /hw/wh-

- I Do**
- Use **Letter Cards** or **Letter Tiles** *c, a, t, c, h*.
 - Listen as I blend these letters: /kaaach/, *catch*. Some words that end with the /ch/ sound end with the letters *tch*.
 - Add **Letter Cards** or **Letter Tiles** *l, m, p* and repeat the routine. Build and blend the words *latch, match, and patch*.
 - Continue by using **Letter Cards** or **Letter Tiles** *i, n, c, h* for final /ch/ spelled *ch*.
 - Repeat by adding **Letter Cards** or **Letter Tiles** *p* and *f*. Build and blend the words *pinch* and *finch*.
- We Do**
- Display the *Cheese Sound-Spelling Card*.
 - Ask children to identify the picture.
 - Point to the letters *ch*. *This is a picture of cheese. Say it with me: /ch/, cheese. Words that begin with the /ch/ sound begin with the letters ch.*
 - Repeat this procedure with the word *whale* using the *Whale Sound-Spelling Card*.
- You Do**
- Have children draw a picture of something or someone whose name begins or ends with the /ch/ sound or begins with the /hw/ sound.
 - Ask children to share their pictures.
 - Help children label their pictures and blend the sounds in the words they wrote.

Words to Know

► High-Frequency Words: *our, your, under, was*

Objective Review high-frequency words

- Say each high-frequency word, one at a time: *our, your, under, was*.
- Have children spell and write each word.
- Have children write a sentence using at least one of the high-frequency words.
- Have partners share their sentences and then read each other's sentence aloud.

ELL Model using each word in a sentence. For more support, see pages T6 and T7.

Time to Read

► Read Take-Home Book

Objective Review monitor comprehension/reread:
Main idea and details

- Reread and review "Let's Eat Lunch" and "Snakes, Snakes, Snakes!" using the **Listening Library** audio selections. Then read the **Take-Home Book** selection together with children.
- Have children whisper-read the **Take-Home Book** selection independently. Listen while children read, offering guidance as necessary.
- Ask children to describe the details and the main idea of one of the selections.

See **Practice Book** pages 115–116.

► After Reading

Have pairs of children respond to "Let's Eat Lunch," "Snakes, Snakes, Snakes!" and the **Take-Home Book** selection by describing the important details and the main idea of each selection to a partner.

CORRECTIVE FEEDBACK

If children cannot identify the main idea and details, use **Comprehension Card: Main Idea and Details**.

Quick Check

Can children identify the main idea and details? If not, use the Additional Instruction on pp. 206–209.

► Build Fluency: Connected Text

Objective Increase reading speed

- Review the **Take-Home Book** selection with children, pointing out the length of the sentences and the punctuation at the end of them. Have pairs of children take turns reading aloud the selection to each other.
- Guide children to read the selection aloud, being aware of where each sentence pauses and stops, as punctuation dictates.

► Writing

Objective Write and share simple sentences

- Have children write simple sentences about what the animals in the selections might like to eat.
- Encourage children to write high-frequency words and words with /ch/ch, -tch and /hw/wh-.
- Invite children to sit in a circle and take turns reading their sentences aloud.

See the Writing Lessons on page 181.

Invite children to read the **Take-Home Book** selection to their family and friends.

► Self-Selected Reading

Objective Read independently

Have children select books to read on their own. See the Online Bibliography for suggested titles.

Weekly Assessment

Have children complete the Weekly Assessment on **Assessment Book** pages 122–125.

Fluency Use the passage on **Assessment Book** pages 40–41.

Lesson 11

Grammar
Past-Tense Verbs

Writing
Shared Writing

Lesson 12

More Word Work
Consonant Digraphs

Grammar
Future-Tense Verbs

Writing
Interactive Writing

Lesson 13

Grammar
Mechanics

Writing
Trait: Sentence Fluency
Independent Writing:
Focus and Plan,
Prewrite and Draft

Lesson 14

More Word Work
Word Sort

Writing
Independent Writing:
Revise and Edit

Lesson 15

Writing
Independent Writing:
Publish and Present

More Word Work

Materials

- large index cards with *batch, bunch, graph, hunch, match, phase, such, whale, whip* and **spelling words** *catch, lunch, when*
- pocket chart

► Consonant Digraphs *ch, -tch, wh-, ph*

Objective Blend consonant digraphs

- Write *Phil* and *graph*. Underline the *ph* and point out that it has an /f/ sound. Point to the letters as you pronounce each word. *Listen as I say the sounds and read each word: /f/ /i/ /l/, /fffiilll/; /gr/ /a/ /f/, /grrraaafff/.* Have children repeat.
- Write *chin* and *pinch*. Point to the letters as you pronounce each word. *Both words have a /ch/ sound, chin in the beginning and pinch in the end.* Have children chorally repeat the words.
- Write *match* and *witch*. Underline the *-tch* and point out that it has a /ch/ sound. Point to the letters as you pronounce each word and have children chorally repeat.
- Write *whip* and *while*. Underline the *wh-* and point out it has a /hw/ sound. Point to the letters as you pronounce each word and have children repeat.

► Word Sort: *ch, -tch, wh-, ph*

Objective Sort words in word families

- Place the cards for *lunch, catch, when, and graph* in four columns in the pocket chart. Point to the letters as you say the sounds and read each word.
- Hold up the card for *bunch*. *Listen as I say the sounds and read each word: /b/ /u/ /n/ /ch/, bunch.* Model placing the card for *bunch* under *lunch*. Repeat for other cards. Have children sort the cards and read the words.
- Then repeat for *ph, -tch, and wh-* word cards. Have children sort the cards and read the words.

Grammar

► Past-Tense and Future-Tense Verbs

Objective Understand verb tenses

Past-Tense Verbs

- Remind children that a *verb* is an action word. Review with children that an action that happens now, in the present, is called a *present-tense verb*. Explain to children that an action can also happen in the past. *Verbs that tell about something that already happened, that is in the past, are called past-tense verbs.*
- Write and read aloud these sentences: *I jump on the bed. I jumped on the bed.* Underline *jump* and *jumped*. *What is different about jump and jumped? Jump is a present-tense verb. Jumped is a past-tense verb.* Explain that we can say what we did in the past by adding *-ed* to some verbs.
- Write the words *pinch, start, walk, and wish* on the board. Read each verb and have children repeat. Guide children in adding *-ed* to the end of each verb to make it past tense. Point out that adding the *-ed* sometimes makes another syllable.

Future-Tense Verbs

- Explain that some verbs tell about an action that has not happened yet but is going to happen in the future. *Verbs that tell about something that is going to happen are called future-tense verbs.*
- Write and read aloud this sentence: *I will ride my bike on Sunday.* Tell children that we often add the verb *will* before an action word to write about something that will happen in the future.
- Write and read aloud these sentences: *I make a pie. I will make a pie.* Have children identify the future-tense sentence. Underline *will make* and explain that the word *will* tells you that *make* is a future-tense verb. Have children chorally read the sentence.

► Mechanics: Capitalize Proper Nouns

- Remind children that the names of people, pets, and places are called *proper nouns*. All proper nouns begin with a capital letter.
- Write and read aloud this sentence: *Kate and Jake live on Bank Street*. Underline the proper nouns in the sentence and circle the capital letters.
- Write and read aloud this sentence: *tom will shop at a store on west lane*. Guide children in identifying and capitalizing the proper nouns.

Writing

Persuasive Writing

Objective Compose persuasive sentences

► Shared Writing

- Discuss what the animals and children are eating for lunch in the story “Let’s Eat Lunch.”
- Tell children that they will write sentences to convince people that it is important to eat lunch. Writing that tries to convince people to do something is called persuasive writing.
- Ask children to describe how they feel after they eat their lunch.
- Write and read aloud these sentences: *Eating lunch makes me feel ____*. Record children’s responses on the board.
- Point out the verbs in the sentences.

► Interactive Writing

- Ask children to think about why lunch is an important meal, and record children’s responses.
- Pick one idea to write about, such as *Eating lunch gives me energy to play*.
- Model writing persuasive sentences: *Lunch is important. After eating lunch, I can run and play. Eat lunch and feel good!*
- Guide children to use the class list to create a persuasive sentence about why it is important to eat lunch.
- Once a sentence is generated, repeat it several times for children. Have children share the pen to help write words or add a punctuation mark. Repeat with more sentences.
- Point out any verbs in the sentences.

► Writing Trait: Sentence Fluency

- Explain to children that writers can use different sentences to communicate their ideas. Tell children that they can use statements, exclamations, and questions to write their persuasive sentences.
- Write and read aloud: *I like lunch. It makes me feel good*. Then write and read aloud: *Do you like lunch? I do! It makes me feel good*. Ask children to identify the sentences that are more interesting.

► Independent Writing

Focus and Plan

- Ask children to think about why lunch is an important meal.

Prewrite and Draft

- Have children list the foods they like to eat at lunch time and tell how they feel after lunch.
- Have children write persuasive sentences to convince their friends to eat lunch.

Revise and Edit

- Ask children to check the sentences they wrote about eating lunch. Have them decide if the sentences are persuasive.
- Have children work with a partner and read each other’s sentences. *Do you think people will be convinced by your partner’s sentences that lunch is an important meal?*
- Have children check that the sentences all begin with a capital letter and end with the correct punctuation mark.

ELL Have children draw pictures of themselves eating their favorite foods at lunch. Ask them to say how they feel after eating lunch.

Publish and Present

- Have partners take turns reading their persuasive sentences to the class.
- Create a class Eat Lunch! book.



Reading Triumphs

Materials

- Reading Triumphs pp. 48–49
- Practice Book p. 117
- Sound-Spelling WorkBoards
- Large Letter Cards: *a, c, e, h, t, w*
- Sound-Spelling Cards: *Cube, Rose*
- Word Cards: *he, new, our, she, under, was, work, your*

- hand puppet
- markers or counters
- pocket chart

Online Resources

IWB Interactive White Board
Phonics Lessons

Working with Words

Phonemic Awareness

Objective Blend phonemes

Read aloud the following rhyme. Then reread it and invite children to chime in with you:

As I rode home one day last June,
I saw a rose and sang a cute tune.

- I Do** ■ Listen as the puppet says words from the rhyme sound by sound and strings the sounds together: /r/ /ō/ /z/, /rrrōōōzzz/, *rose*; /k/ /ū/ /t/, /kūūūt/, *cute*.

- We Do** ■ Tell children that *rose* has the /ō/ sound and *cute* has the /ū/ sound.
- Let's say these words together: *rose*, /rrr/ /ōōō/ /zzz/; *cute*, /k/ /ūūū/ /t/. Listen for /ō/ and /ū/.
- Repeat with *rode/rude*, *mole/mule*, and *tone/tune*.

- You Do** ■ Model how to place three markers in the sound boxes on the **Sound-Spelling WorkBoard** for each sound in the word *robe* and the word *rule*.
- Ask children to orally blend the phonemes as you point to each marker.
- Repeat with *cone*, *poke*, *rude*, and *dune*.

See **Practice Book** page 117.

CORRECTIVE FEEDBACK

Model blending the word *rose* using onset and rime. Let's say *rose* in this way: /r/ /ōz/, *rose*. Now let's blend *rose*: /rrrōōōzzz/, *rose*. Continue with *rope*, *cube*, and *lute*.

Quick Check

Can children blend phonemes? If not, use Additional Instruction on pp. 206–209.

Phonics

Objective Blend words with /o/o_e and /u/u_e

Review Show each of the following **Large Letter Card** combinations as children say each sound: *ch*, *tch*, *wh*, and *a_e*. Mix the cards and repeat.

- I Do** ■ Display the *Rose* **Sound-Spelling Card** and write *rose* on the board. When the letter *o* is followed by a consonant and *e*, it can stand for the long *o* sound: /ō/. Listen for the long *o* sound: /r/ /ōōō/ /z/, *rose*.
- Repeat with the *Cube* **Sound-Spelling Card** for the long *u* sound.

- We Do** ■ Write *home* on the board. Draw a line under the *o* and the *e* in *home*. Have children chorally say /ō/. Blend all the sounds with me: /hōōōmmm/, *home*.
- Guide children to circle *o-m-e*. The letter *e* is silent. When a vowel is followed by a consonant and *e*, the vowel can have a long sound, as in *home*.
- Repeat this procedure with *poke*, *tube*, and *flute*. Point out the VCe pattern in each word.

- You Do** ■ Model blending these words sound by sound. Then have children repeat.

rode tube stone tune joke

IWB Online Phonics Lessons: Long *o* (o_e); Long *u* (ue, u_e, ew)

CORRECTIVE FEEDBACK

Write *pole* on the board. Have children circle the *o* and *e* in *pole*. This is the /ō/ sound in the middle of *pole*: /p/ /ō/ /l/, *pole*. Remember that the *e* is silent. Let's blend *pole* together: /pōōōlll/, *pole*. Repeat with *rope*, *rule*, and *note*.

Quick Check

Can children blend words with /ō/o_e and /ū/u_e? If not, use the Additional Instruction on pp. 206–209.

Words to Know

► Review High-Frequency Words

Objective Read and use previously introduced high-frequency words

- Review high-frequency words introduced in Unit 3, Week 3. *Let's review words we learned before.*
- Hold up **Word Cards** *our, your, under, and was* one at a time. Have children read each word, one at a time.
- Have children use each word in a sentence.

► High-Frequency Words: *new, she, work, he*

Objective Read high-frequency words

- Display **Word Cards** *new, she, work, and he* in the pocket chart.
- Have children **read, spell, and write** *new*. Point to and say the word *new*. *This is the word new. It is spelled n-e-w. We will read a new book.*
- Follow the same steps to introduce *she, work, and he*.
- Have children make up sentences using the words. Provide a sentence starter such as *He likes to ____*. Write the sentences on the board.

CORRECTIVE FEEDBACK

Point to, say, and spell *she*. *This is she. Point to the word and say it with me: she. It is spelled s-h-e. Spell it with me. What word did you spell? Let's use the word she in a sentence about a friend.*

Quick Check

Can children read *new, she, work, and he*? If not, use the Additional Instruction on pp. 206–209.

► Oral Vocabulary: Music Words

Objective Develop oral vocabulary

- **Define** Talk about the words *tune* and *song* as words we use when we talk about music. Introduce another music word, such as *instrument*.
- **Example** Use each word in a sentence. *I like to sing songs while I work.*
- **Ask** Ask children to name songs that they like to listen to and sing.

► Build Fluency: Word Automaticity

Objective Improve word accuracy

Display **Reading Triumphs** page 48. Read each word in “Working with Words,” blending the sounds or saying the words as you read. Have children blend or say each word after you.

Time to Read

► Read “A Singing Mule”

Objective Read words in connected text

- Have children read aloud “Words to Know.”
- **Choral Reading** Read “A Singing Mule” together.
- **Independent Reading** Have children whisper-read the story independently. Listen while children read, offering guidance as necessary.
- **Partner Reading** Finally, ask children to partner-read “A Singing Mule”

► Write

Objective Write letters, words, and sentences

- Use the **Sound-Spelling WorkBoards**. Say each sound one at a time: /ū/, /ō/, /a/, /d/, /l/, /r/, /ng/, /d/, /s/, /m/, /k/. Have children write the letters. Say each word: *mule, Duke, rode, sang*. Have children write each word.
- Have children write a sentence about the singing mule.

ELL Write each word, blending the sounds to form the word. Then share the pen with children, having them write the letters that they know. For more support, see pages T6 and T7.

See Grammar and Writing lessons on pages 192–193.



Reading Triumphs

Materials

- Reading Triumphs pp. 48; 50–57
- Practice Book p. 118
- Sound-Spelling WorkBoards
- Large Letter Cards: *c, h, e, i, n, o, s, t, w*
- Letter Tiles
- Word Cards: *he, new, she, work*

- hand puppet
- markers or counters

Online Resources

- IWB** Interactive White Board
- Comprehension Lessons
- Graphic Organizer: Conclusions Chart

Working with Words

Phonemic Awareness

Objective Identify phonemes in isolation

Read aloud the following rhyme. Then reread it and invite children to chime in with you:

As I rode home one day last June,
I saw a rose and sang a cute tune.

- I Do** ■ Listen as the puppet says each word slowly. All the words have the /ō/ sound or /ū/ sound.
- rule duke vote pole

- We Do** ■ Ask children to say each word after you, stretching the sounds: *rule, duke, vote, pole*.
- Listen as I say the sounds in each word: /rrrūūlll/, *rule*; /dūūkk/, *duke*; /vvvōōtt/, *vote*; /pōōlll/, *pole*.
- What sound do you hear in the middle of the first two words? Let's say it: /ū/. What sound do you hear in the middle of the last two words? Let's say it: /ō/.

- You Do** ■ Tell children that you will say three words. Ask children to listen for words with the /ō/ sound. Say: *home, hot, choke*. Which words have the /ō/ sound? Repeat with *those, lone, pot*.
- Repeat the procedure for words with /ū/. Say: *tub, fuse, tune* and *flute, side, June*.

CORRECTIVE FEEDBACK

Using the sound boxes on the **Sound-Spelling WorkBoards**, model isolating the sounds in *tune*. Stretch sounds as you drag one marker onto each box. Continue with *cute, use* and then with *bone, joke, hole*.

Quick Check

Do children recognize /ō/ and /ū/? If not, use the Additional Instruction on pp. 206–209.

Phonics

Objective Blend words with /o/o_e and /u/u_e

Review Show each of the following **Large Letter Card** combinations as children say the sound: *wh, ch, tch*, and *i_e*. Mix the cards and repeat.

- I Do** ■ Use **Letter Cards** or **Letter Tiles** *n, o, s, e*.
- Model blending. The *n* stands for the sound /n/. The *o* stands for the sound /ō/. The *s* stands for the sound /z/. The final *e* is silent but is part of the *o_e* spelling that makes the /ō/ sound. Listen as I blend all three sounds together: /nnnōōzzz/, *nose*.
- Repeat with *globe, use*, and *flute*.

- We Do** ■ Blend *nose*: /nnnōōzzz/. Blend it with me.
- Let's change the *n* in *nose* to *p*. What word did we make? Let's blend the sounds together.
- Repeat to build and blend *close, rose*, and *role*. Then continue with *rule, rude, prune, tune*, and *tube*. Remind children that the letter *e* is silent.

- You Do** ■ Guide children to change the *t* in *tube* to *c*. What did you make? What sound changed to make the word *cube*?
- Continue to have children build and blend words. Change one letter at a time to make these words:
- cute mute mule mole hole home

See **Practice Book** page 118.

- ELL** Make the /ō/ and the /ū/ sounds and point out correct mouth positions. Have children repeat. Then, as children practice words in the lesson with /ō/o_e and /ū/u_e, review the meanings of words that can be demonstrated in a concrete way. For example, draw or point to pictures of a rope and a flute. Invite children to make up sentences for these words. For more support, see pages T6–T7.

See the More Word Work lessons on page 192.

Words to Know

► High-Frequency Words: *new, she, work, he*

Objective Read high-frequency words

- Hold up the **Word Cards** one at a time: *new, she, work, and he*. Have children **read, spell, and write** each word.
- Then ask children to call out each word as you point to the card. Repeat in random order at varying speeds.

CORRECTIVE FEEDBACK

Point to, say, and spell *work*. *This word is work. Point to the word and say it with me: work. It is spelled w-o-r-k. Spell it with me. What word did you spell?*

Quick Check

Can children read *new, she, work, and he*? If not, use the **Additional Instruction** on pp. 206–209.

► Oral Vocabulary: Music Words

Objective Develop oral vocabulary

- Have children talk about music that they like. Do they have a favorite instrument?
- **Define** Tell children that an *instrument* is something that you can use to make music.
- **Example** Use *instrument* in a sentence. *My favorite instrument is a piano.*
- **Ask** *What is an instrument that you like?*

► Build Fluency: Word Automaticity

Objective Improve word accuracy

Display page 48 of **Reading Triumphs**. Read each word in “Working with Words,” blending the sounds or saying the words as you read. Have children blend or say each word after you. Then say the words in random order. Have children point to the word you say.

Time to Read

► Read “Mole’s Home”

Objective Monitor comprehension/reread: Draw conclusions

Before Reading Preview the story by reading aloud the title.

- Help children set a purpose for reading: *What do you think might happen to mole’s home?*
- Have children read the “Words to Know.”

During Reading Read the story together. Use a Conclusions Chart to record children’s ideas as you read. Guide children in a choral reading, pausing after each spread to check for comprehension. After page 51, ask: *Why does Mole want a new home?* After page 53: *Whose homes has Mole looked into?* After page 56: *Whose home is this?*

After Reading Explain that sometimes authors do not state everything in a story. *As you read, you can use the clues in the words and the illustrations to draw conclusions and figure out things that are not stated.* Display **Reading Triumphs** page 56. *The author does not tell us whose home this is. I can use clues to draw the conclusion that this is Mole’s home. The author does not tell us why the home is no longer wet. I can draw the conclusion that Mole’s home was wet because it was raining. The home is now dry because the rain has stopped.*

IWB **Comprehension Lessons:** Draw Conclusions

► Comprehension Check: **Text Evidence**

Display page 57 of **Reading Triumphs**. Have children retell the story and use the evidence in the text and the illustrations to answer the **Think About It** questions.

► Write

Objective Write letters, words, and sentences

- Use the **Sound-Spelling WorkBoards**. Say each sound: /ō/, /h/, /l/, /e/, /m/, /w/, /t/. Have children write the letters and words: *hole, home, wet, mole*.
- Have children write sentences about Mole’s home. See Grammar and Writing lessons on pages 192–193.



Reading Triumphs

Materials

- Reading Triumphs pp. 48; 58–65
- Practice Book pp. 119–120
- Sound-Spelling WorkBoards
- Large Letter Cards: *a, c, e, h, t, w*
- Sound-Spelling Card: *Cube*
- Photo Cards: *flute, mule, nose, rope*
- Word Cards: *he, new, she, work*
- Comprehension Cards

- hand puppet
- markers or counters
- pocket chart

Online Resources

- IWB** Interactive White Board
- Comprehension Lessons
- Graphic Organizer: Conclusions Chart

Working with Words

Phonemic Awareness

Objective Segment phonemes

Read aloud the following rhyme. Then read it again and invite children to chime in with you:

When the whole band takes a vote
for the show,
I hope to play a tune on my flute!

- I Do** ■ Listen as the puppet says each sound in a word:
vote, /v/ /ō/ /t/; tune, /t/ /ū/ /n/.

- Point out the /ō/ sound or the /ū/ sound in the middle of each word.

- We Do** ■ Place markers in the sound boxes on the **Sound-Spelling WorkBoard** for the word *vote*.
- Let's say *vote* together. There are three markers to stand for the three sounds: /v/ /ō/ /t/. Listen: /vvv/ /ōōō/ /t/, *vote*. Let's say the sounds in *vote* again.
 - Repeat with *hope, whole, tune, fuse, and mule*.

- You Do** ■ Have children place markers in the sound boxes on the **Workboard** for the sounds in the words *June* and *hole*, one marker for each sound.
- Ask children to orally blend the phonemes.
 - Have children repeat with *stove, tube, and use*.

CORRECTIVE FEEDBACK

Listen as I say this word: *tube*. Now listen as I say each sound in *tube*: /t/ /ū/ /b/. What sound do you hear in the middle? Let's say that sound together: /ū/. Repeat with *Luke, poke, and home*.

Quick Check

Can children segment phonemes? If not, use the Additional Instruction on pp. 206–209.

Phonics

Objective Blend words with /o/o_e and /u/u_e

Review Show the following **Large Letter Card** spellings as children say each sound: *a_e, ch, tch, wh*. Mix the cards and repeat.

- I Do** ■ Display the *Cube* **Sound-Spelling Card**. Write *cube* on the board, underlining *u-b-e*. When *u* is followed by a consonant and *e*, it can stand for the long *u* sound: /ū/. This is the sound in *cube*: /kūūb/, *cube*. It is also the sound in *tube*.

- Write *tub* and *tube* on the board. Point to each letter in *tub* as you blend the sounds. Point to each letter in *tube* as you blend the sounds. Identify the *u*-consonant-*e* pattern.
- Repeat with *cut/cute, rob/robe, and rod/rode*.

- We Do** ■ Display **Photo Cards** *flute, mule, nose, and rope*.
- Which picture names have the /ū/ sound? Write *flute* and *mule* on the board. Circle the *u* and *e*.
 - Listen as I say *flute*: /f/ /l/ /ū/ /t/. Hold up the *Cube Sound-Spelling Card* next to *flute*, pointing to the *u_e* spelling. Let's say *flute*: /f/ /l/ /ū/ /t/, *flute*.
 - Repeat for the words *mule, nose, and rope*.

- You Do** Have children write the letters *o_e* on the **Sound-Spelling WorkBoards** when you say a word with the long *o* sound. Say: *hive, joke, gate, ride, hole, stove, vine, bone*. Then repeat for *u_e* with these words: *rule, woke, mule, flute, wise, fume, stale, use*.

CORRECTIVE FEEDBACK

Model blending *lute*. Write *l*. Have children say /l/. Write *ute*. Have children say /ūt/. Have children blend /llūūt/, *lute*. Repeat with *mule, hope, and stone*.

Quick Check

Can children blend words with /ō/o_e and /ū/u_e? If not, use the Additional Instruction on pp. 206–209.

Words to Know

► High-Frequency Words: *new, she, work, he*

Objective Read high-frequency words

- Display **Word Cards** *new, she, work, and he* in the pocket chart.
- Say the word *new*. Have children find and spell the word aloud.
- Follow the same steps to review *she, work, and he*.

See **Practice Book** page 119.

► Oral Vocabulary: Music Words

Objective Develop oral vocabulary

- **Discuss** Remind children that *tune, song, and instrument* are words we use when we talk about music. *I like to play songs on an instrument.*
- **Connect** Have children use the words *tune, song, and instrument* to discuss music that they like.

► Build Fluency: Word Automaticity

Objective Improve word accuracy

- Display page 48 of **Reading Triumphs**. Read each word in “Working with Words,” blending the sounds or saying the words as you read. Have children blend or say each word after you.
- **Reread** Have children **reread** the previous story from **Reading Triumphs**. Circulate and listen in.

Time to Read

► Read “June’s Flute”

Objective Monitor comprehension/reread: Draw conclusions

Before Reading Preview the story by reading aloud the title.

- Help children set a purpose for reading: *What might June do with her flute? Let’s find out.*

During Reading Read the story together. Use a Conclusions Chart to record children’s ideas. After page 59, ask: *Why did June bring the flute with her?* After page 61: *Why does Dad want to take a rest?* After page 64: *What is special about June’s flute?*

- **Independent Reading** Have children whisper-read the story.

See **Practice Book** page 120.

After Reading Remind children that authors do not state everything in stories. *As you read, you can use the clues in the story to draw conclusions and figure out things that are not stated.* Display **Reading Triumphs** pages 60 and 61. *On page 61, the author does not tell us why Dad wanted to take a rest. The words on page 60 tell me that Dad dug and planted. I can draw the conclusion that Dad wanted to take a rest because he was tired.*

IWB **Online Comprehension Lessons:** Draw Conclusions

► Comprehension Check: Text Evidence

Display page 65. Guide children to retell the story. Have them use the evidence in the text and the illustrations to answer the **Think About It** questions.

- **ELL** Provide sentence starters to help children retell each event in “June’s Flute”: *First Dad gave June a ____.* For more support, see pages T6 and T7.

CORRECTIVE FEEDBACK

If children cannot draw conclusions, use **Comprehension Card: Draw Conclusions**.

Quick Check

Can children draw conclusions? If not, use **Additional Instruction on pp. 206–209**.

► Write

Objective Write letters, words, and a sentence

- Use the **Sound-Spelling WorkBoards**. Say the sounds: /ū/, /u/, /z/, /ng/, /fl/, /n/, /t/, /d/, /g/, /th/, /i/. Have children write the letters and words: *flute, tune, dug, things*.
- Have children write a sentence about June’s flute and what it does.

See the Grammar and Writing lessons on pages 192–193.



Reading Triumphs

Materials

- Reading Triumphs pp. 48; 50–56; 58–64
- Sound-Spelling WorkBoards
- Large Letter Cards: *b, c, e, f, h, l, o, p, s, u*
- Letter Tiles
- Word Cards: *he, new, she, work*
- hand puppet

Online Resources

- Graphic Organizer: Conclusions Chart

Working with Words

► Phonemic Awareness

Objective Identify phonemes in isolation

Read aloud the following rhyme. Then reread it and invite children to chime in with you:

When the whole band takes a vote
for the show,
I hope to play a tune on my flute!

I Do ■ Use the puppet to model how to isolate sounds.

- Listen as the puppet slowly says *cute, flute, tune, whole, hope, and vote*. Listen to the /ō/ sound or /ū/ sound in the middle of each word.

We Do ■ Ask children to say each word slowly after you: *cute, flute, tune, whole, hope, vote*.

- What sound do you hear in the middle of each word? Do you hear the /ū/ sound in *cute, flute, tune*? Do you hear the /ō/ sound in *whole, hope, vote*?

- Repeat this procedure with *rule, tube, chose, and joke*.

You Do ■ Tell children that you will say four words. Ask children to listen for words with the /ū/ sound. Say these words: *tube, tub, rule, rub*.

- Which words have the /ū/ sound?
- Repeat for /ō/ with *dot, stroke, home, Tom*.

ELL Make the /ō/ sound and point out correct mouth position. Have children mimic you. Repeat for the /ū/ sound. Have children practice saying minimal contrast word pairs: *tone/tune, mole/mule, role/rule, rode/rude*. For more support, see pages T6–T7.

► Phonics

Objective Blend words with /o/o_e and /u/u_e

Review Show each of the following **Large Letter Cards** or pairs as children say the sound or sounds: *bl, ch, cl, fl, pl, sl, u*. Mix the cards and repeat.

I Do ■ Use **Letter Cards** or **Letter Tiles** *c, h, o, s, e*. Model blending. The letters *c* and *h* together stand for /ch/. The letter *o* stands for /ō/. The letter *s* stands for /z/. The letter *e* is silent. Listen as I blend these sounds: /chōōōzzz/, *chose*. Say it with me: *chose*.

- Repeat with *woke, rule, and use*.

We Do ■ Let's add the letter *f* to the beginning of *use*. What word did we make? Let's blend: /fffūūūzzz/, *fuse*.
■ Now let's change the *s* in *fuse* to *m*. What word did we make? Let's blend: /fffūūūmmm/, *fume*.

You Do ■ Guide children to change the *m* in *fume* to *t* and add the letter *l* after the *f*. What word did you make? Blend the sounds in this word.
■ Change the *fl* in *flute* to *c*. What word did you make? Blend the sounds in this word.
■ Change the *t* in *cute* to *p* and the *u* to *o*. Have children continue to change letters to make *cope, rope, and rose*.

See the More Word Work lessons on page 192.

CORRECTIVE FEEDBACK

Give four children **Letter Cards** *h, o, p, e*. Model blending *hope*. Have the child with **Letter Card** *h* say /h/ and write *h*. Repeat for *o* and *e* together and for *p*, blending /hhhōōōp/. Remind children that the *e* is silent. Continue with *robe, use, and rude*.

Quick Check

Can children blend sounds in words with /ō/o_e and /ū/u_e? If not, use the Additional Instruction on pp. 206–209.

Words to Know

► High-Frequency Words: *new, she, work, he*

Objective Read high-frequency words

- Place **Word Cards** *new, she, work, and he* facedown.
- Tell children that you will turn over **Word Cards** one at a time for them to read.
- Turn over the cards one at a time and have children chorally call out each word.
- Mix and repeat.

CORRECTIVE FEEDBACK

Point to, say, and spell *he*. *This word is he. Point to the word and say it with me: he. It is spelled h-e. Spell it with me. What word did you spell? Let's use he to make a sentence about a male friend.*

Quick Check

Can children read *new, she, work, and he*? If not, use the **Additional Instruction** on pp. 206–209.

► Oral Vocabulary: Music Words

Objective Develop oral vocabulary

- **Confirm** Remind children that *tune, song, and instrument* are words we can use when talking about music.
- **Discuss** Talk about other words that can be used when talking about music, such as *performance* and *musician*. *Musicians play their instruments in a concert.*
- **Connect** Have children use the words as they talk about music they like and have seen performed.

For Additional Instruction, see pages 206–209.

► Build Fluency: Word Automaticity

Objective Improve word accuracy

- Display page 48 of **Reading Triumphs**. Read each word in “Working with Words,” blending the sounds or saying the words as you read. Have children blend or say each word after you.
- **Reread** Have children **reread** the previous story from **Reading Triumphs**. Circulate and listen in.

Time to Read

► Read “Mole’s Home” and “June’s Flute”

Objective Monitor comprehension/reread: Draw conclusions

Before Reading Remind children that as they read “Mole’s Home” and “June’s Flute” again, they can use the clues in the text and the illustrations to draw conclusions. *Authors do not state everything in the words. We can use the clues to draw conclusions and figure out things that are not stated.*

During Reading Read “Mole’s Home” together. Pause and guide children to use the clues to draw conclusions about things that are not stated.

- Read “June’s Flute” together. Pause and have children use the clues to draw conclusions.
- Have children use a Conclusions Chart to record their ideas and conclusions.
- **Partner Reading** Have partners read one of the stories together. Guide them to explain the conclusions that they were able to draw.

After Reading Point out that both “Mole’s Home” and “June’s Flute” had important information that was not stated by the author. *As you read each story, what conclusions were you able to draw? Did these conclusions help you understand the story?*

► Build Fluency: Connected Text

Objective Model fluency

Choral-Read Ask children to read each page with you. Have them read at the same speed and with the same tone and expression that you use.

► Write

Objective Write letters, words, and a review

- Use the **Sound-Spelling WorkBoards**. Say the sounds one at a time: /ū/, /fl/, /d/, /u/, /t/, /g/, /m/, /l/, /h/, /ō/, /n/. Have children write the letters and words: *flute, tune, dug, mole, hole, home*.
- Ask children to write a short review of one of the stories.

See the Writing lessons on page 193.



Reading Triumphs

Materials

- Reading Triumphs pp. 50–54; 56–60
- Take-Home Book; Practice Book pp. 121–122
- Listening Library
- Assessment Book
- Sound-Spelling Card: *Cube*
- Large Letter Cards: *b, c, e, h, l, n, o, p, s, t, u*
- Letter Tiles

- Sound-Spelling WorkBoards
- Comprehension Cards
- markers or counters

Online Resources

- Bibliography

Working with Words

► Phonemic Awareness

Objective Review phonemes

- I Do**
- Listen as I say a word in parts: /m/ /ū/ /l/. I can blend these sounds: /mmmūūlll/. Say it with me: *mule*.
 - The sound in the middle of *mule* is the long *u* sound: /ū/.
 - Repeat this procedure with *use*, *tube*, and *chute*. Then repeat for /ō/ with *those*, *hope*, and *note*.
- We Do**
- Tell children that you will say an incomplete sentence. Ask them to complete the sentence with a long *u* word. Say this incomplete sentence: *When I look at different block shapes, the shape that has a square on each side is a ____.*
 - Guide children to segment and blend *cube* with you: /k/ /ū/ /b/, /kūūb/, *cube*.
 - Repeat for a long *o* word with this sentence: *Water comes out of a firetruck through a long ____.*
 - Ask children to segment and blend *hose* with you: /h/ /ō/ /z/, /hhhōōzzz/, *hose*.
- You Do**
- Say the following incomplete sentences, asking children to first fill in the missing long *o* or long *u* sound words, and then to segment and blend those words.
 - *When we picked or selected something, we ____ it; My favorite flower is a ____; For safety at school we should follow every ____; There are not these, but there are ____; I like to play a musical ____ on a ____.*
 - Have children make up their own sentences with words that have the long *o* sound or the long *u* sound.

► Phonics

Objective Review blending words with /o/o_e and /u/u_e

- I Do**
- Display the *Cube Sound-Spelling Card*. Use **Large Letter Cards** or **Letter Tiles** *c, u, b, e*.
 - Listen as I blend these letters: /kūūb/, *cube*. Point out the silent *e* at the end of the word.
 - Repeat with *t* and *n* to build and blend the words *tube* and *tune*. Then change the *u* to *o* to build the words *tone*, *cone*, and *bone*.
- We Do**
- Model blending the sounds for *cube* using the sound boxes on the **Sound-Spelling WorkBoard**. Have children repeat.
 - Use **Letter Tiles** to replace the markers with the correct letters in the sound boxes. *I hear the sound /k/ at the beginning of this word. What letter will we write in the first box? I hear the /ū/ sound next. What letter will we write next? I hear the /b/ sound last.*
 - *What letter will we write to have the vowel u stand for /ū/?* Tell children to write *e* outside the last box. *The letter e is silent in this word.*
 - *Let's blend all the sounds together: /kūūb/, cube.*
 - Repeat for *tube*, *rule*, *cone*, and *bone*.
- You Do**
- Distribute **Large Letter Cards**, one card per child: *b, c, e, h, l, n, o, p, s, t, u*.
 - Invite children with **Letter Cards** *c, u, b* to stand beside each other to make the word *cub*. *What word did you make? Let's blend it together: /kuub/, cub.*
 - Invite the child holding **Letter Card** *e* to stand beside the children with **Letter Cards** *c, u, b* to make the word *cube*. *Let's blend this word together: /kūūb/, cube.*
 - Repeat this activity with *cut*, *cute*; *us*, *use*; *hop*, *hope*; *not*, *note*; and *slop*, *slope*.

Words to Know

► High-Frequency Words: *new, she, work, he*

Objective Review high-frequency words

- Say each high-frequency word, one at a time: *new, she, work, and he*.
- Have children spell and write each word.
- Have children write a sentence using at least one of the high-frequency words.
- Have partners share their sentences and then read each other's sentences aloud.

ELL Model using each word in a sentence. For more support, see pages T6 and T7.

Time to Read

► Read Take-Home Book

Objective Review monitor comprehension/reread:
Draw conclusions

- Reread and review "Mole's Home" and "June's Flute" using the **Listening Library** audio selections. Then read the **Take-Home Book** story together with children.
- Have children whisper-read the **Take-Home Book** story independently. Listen while children read, offering guidance as necessary.

See **Practice Book** pages 121–122.

► After Reading

Have pairs of children respond to "Mole's Home," "June's Flute," and the **Take-Home Book** story. Have partners ask each other:

- What conclusions were you able to draw as you read each story?
- How did drawing conclusions help you better understand each story?

CORRECTIVE FEEDBACK

If children cannot draw conclusions, use
Comprehension Card: Draw Conclusions.

**Quick
Check**

Can children draw conclusions? If not, use
Additional Instruction on pp. 206–209.

► Build Fluency: Connected Text

Objective Increase reading speed

- Review the **Take-Home Book** story and point out the end punctuation for sentences and questions. Then have pairs of children take turns reading aloud the story to each other.
- Guide children to read aloud the story with the appropriate expression, pausing and stopping where the punctuation marks dictate. Guide children to raise their voices slightly at the end of a question.

► Writing

Objective Write and share simple questions

- Have children write simple questions about the **Take-Home Book** story. Remind them to include a question mark at the end of each question.
- Encourage children to include the high-frequency words and words with /ō/o_e and /ū/u_e in their questions.
- Have partners take turns reading and answering the questions they wrote.

See the Writing Lessons on page 193.

Invite children to read the **Take-Home Book** story to their family and friends.

► Self-Selected Reading

Objective Read independently

Have children select books to read on their own.
See the Online Bibliography for suggested titles.

Weekly Assessment

Have children complete the Weekly Assessment on
Assessment Book pages 126–129.

Fluency Use the passage on Assessment Book
pages 40–41.

Lesson 16

Grammar
Present-tense verb *is*

Writing
Shared Writing

Lesson 17

More Word Work
Silent letters *kn, gn, wr*

Grammar
Present-tense verb *are*

Writing
Interactive Writing

Lesson 18

Grammar
Mechanics

Writing
Trait: Presentation
Independent Writing:
Focus and Plan,
Prewrite and Draft

Lesson 19

More Word Work
Word Sort: Long *u* (*u_e*)
and Long *o* (*o_e*)

Writing
Independent Writing:
Revise and Edit

Lesson 20

Writing
Independent Writing:
Publish and Present

More Word Work

Materials

- large index cards with *cube, flute, hole, hose, mole, mute, pole, rose, tube* and **spelling words** *cute, nose*
- pocket chart

► Silent letters *kn, gn, wr*

Objective Blend words with silent letters

- Write *knit* and *knot*. Circle the *kn* in each word. Explain that the letter *k* is silent and that the letter *n* has the sound /n/. Point to the letters as you pronounce the word: *Listen as I say the sounds for knit: /n/ /i/ /t/, /nnniit/*. Repeat for *knot*. Have children chorally repeat.
- Write *gnat* and *gnome* on the board. Circle the *gn* in each word. Explain that the letter *g* is silent and that the letter *n* has the sound /n/. Point to the letters as you say *gnat: /n/ /a/ /t/, /nnnaaat/*. Repeat for *gnome*. Have children chorally repeat.
- Write *write* and *wring*. Circle the *wr* in each word. Explain that the letter *w* is silent and that the letter *r* has the sound /r/. Point to the letters as you pronounce *write: /r/ /i/ /t/, /rrriit/*. Repeat for *wring*. Have children chorally repeat.

► Word Sort: *-ole, -ose and -ube, -ute*

Objective Sort words in word families

- Place the cards for *mole* and *nose* in two columns in the pocket chart. Point to the letters as you pronounce each word.
- Hold up the card for *hole*. Point to the letters as you pronounce the word: */h/ /ō/ /l/, /hōōōlll/*. Point out that the letter *o* has a long *o* sound. Explain that there is no sound for the letter *e*. Model placing the card for *hole* under *mole*. Repeat for other cards.
- Repeat with cards for *-ube* and *-ute* words.

Grammar

► *Is and Are*

Objective Understand present-tense verbs

- Remind children that a verb tells about what someone or something is doing. A present-tense verb tells about what someone or something is doing now, at the the present time.

Present-tense verb *is*

- Write and read aloud this sentence: *The boy is home*. Underline the word *is*. Explain that *is* is a present-tense verb. It tells about where the boy is at the present time.
- Point out to children that we use *is* to tell about one person, place, or thing. Circle the word *boy*. Explain that the sentence is telling about one boy.

Present-tense verb *are*

- Write and read aloud this sentence: *The boys are in the park*. Underline the word *are*. Explain that *are* is a present-tense verb. It is used to tell about more than one person, place, or thing. Circle the word *boys*. Explain that the sentence is telling about more than one boy.
- Write these sentences on the board: *The cat _____ wet. The cats _____ wet*. Read the sentences aloud. Have children tell whether you should write *is* or *are* for each sentence. Have children chorally read the completed sentences.

► Mechanics: Capital Letters and Sentence Punctuation

- Remind children that all sentences begin with a capital letter and end with a punctuation mark.
- Review that a statement is a sentence that tells about a person, place, or thing. An exclamation is a sentence that shows strong feelings.

- Write and read aloud these sentences: *we went home. duke jumps up! we race with him*
- Tell children to identify which words need capital letters and which sentences need punctuation marks. Have them chorally read the sentences.

Writing

Descriptive Sentences

Objective Compose descriptive sentences

► Shared Writing

- Discuss the kinds of homes the animals in the story “Mole’s Home” live in.
- Tell children that they will write descriptive sentences to tell what an animal’s home in the story might look like.
- Review with children where Mole, Rat, Fox, and Cub live. Have them look at the picture of Mole’s home before he had to find a new home. Ask them to make up things they might see in one of the other animals’ homes. Record children’s responses on the board.
- Use children’s responses to write descriptive sentences: *Rat lives in a hole. He has a red bed.* Record children’s responses on the board.
- Point out any present-tense verbs.

► Interactive Writing

- Have children look at the pictures in the story and make up what they think one of the animals’ homes might look like. Record children’s responses on the board.
- Pick one home to write about, such as *Cub lives in a dark cave.*
- Model descriptive sentences by writing one of the suggestions: *Cub has a big bed. The bed is soft and warm.*
- Use the class list to create descriptive sentences about other animals’ homes.
- Once a sentence is generated, repeat it several times for children. Have children share the pen to help write words or add a punctuation mark. Repeat with more sentences.
- Point out any present-tense verbs.

► Writing Trait: Presentation

- Explain to children that good writers write clearly and neatly. They leave a small space between letters and a bigger space between words. This helps readers to read the words and sentences.
- Write and read aloud the following sentences: *Luke is fun. Luke is fun.* Underline the spaces between words in the second sentence.
- Have children rewrite the first sentence and use the correct spacing between letters and words.

► Independent Writing

Focus and Plan

- Ask children to look at the picture of Mole’s home. Have them think about what the home of another story animal might look like.

Prewrite and Draft

- Have children list the things that might be found in the animal’s home. Tell them to give details, such as the color, size, and look of certain things.
- Have children use the list to write descriptive sentences to describe what the animal’s home might look like.

Revise and Edit

- Ask children to check the sentences they wrote about an animal’s home. Have them decide if the sentences are clear and descriptive.
- Have children work with a partner and read each other’s sentences. *Do you see a picture in your head of the animal’s home your partner describes?*
- Have children check that the sentences all begin with a capital letter and end with the correct punctuation mark.

ELL Have children draw pictures of what one of the animals’ homes in the story might look like. Model writing a descriptive sentence for their drawing.

Publish and Present

- Have partners take turns reading their descriptive sentences to the class.
- Create a class Animal Homes book.



Reading Triumphs

Materials

- Reading Triumphs pp. 66–67
- Practice Book p. 123
- Sound-Spelling WorkBoards
- Large Letter Cards: *a, e, i, l, p, s*
- Word Cards: *done, he, new, of, put, she, water, work*
- hand puppet

- markers or counters
- pocket chart

Online Resources

IWB Interactive White Board
Phonics Lessons

Working with Words

► Phonemic Awareness

Objective Blend phonemes

Read aloud the following rhyme. Then reread it and invite children to chime in with you:

Splish! Splash! In a big striped tub,
I spray my dog and start to scrub!

- I Do** ■ Listen as the puppet says words from the rhyme sound by sound and strings the sounds together: /s/ /p/ /l/ /i/ /sh/, *splish*; /s/ /p/ /l/ /a/ /sh/, *splash*.

- We Do** ■ Tell children that the words *splish* and *splash* begin with the sounds /spl/.
■ Say these words again. Let's blend these words: *splish*, /ssspllliish/; *splash*, /sssplllaash/. Listen for the sounds /spl/ at the beginning of both words.
■ Repeat with the words *spray*, *stripe*, and *scrub* and other words with three-letter blends *spr*, *str*, *scr*.

- You Do** ■ Model how to place five markers in the sound boxes on the **Sound-Spelling WorkBoard** for each sound in the words *splash* and *scrub*.
■ Ask children to orally blend the phonemes as you point to each marker.
■ Repeat with *split*, *stress*, *splat*, and *spring*.

See **Practice Book** page 123.

CORRECTIVE FEEDBACK

Model blending the word *split* with onset and rime. Let's say the word *split* in this way: /s/ /p/ /l/ /it/, *split*. Now let's blend *split*: /ssspllliit/, *split*. Repeat: *scrap*, *strip*.

Quick Check

Can children blend phonemes? If not, use Additional Instruction on pp. 206–209.

► Phonics

Objective Blend words with *scr*, *spl*, *spr*, and *str*

Review Show the following sets of **Large Letter Cards** and ask children to say the sounds: *a_e*, *i_e*. Mix the cards and repeat.

- I Do** ■ Display **Large Letter Cards** *s*, *p*, and *l*.
■ The *s* stands for /s/. The *p* stands for /p/. The *l* stands for /l/. When these letters appear together at the beginning of a word, they blend and stand for /spl/, as in *split*. Listen: /spl/ /it/, *split*.
■ Repeat for *spr*, *str*, and *scr*, using the words *spring*, *stripe*, and *scrap*.

- We Do** ■ Write the word *split* on the board. Draw a line under the letters *spl* in *split*. Have children chorally say /spl/ as you point to the letters.
■ Listen as I point to the letters and say the sounds in *split*: /spl/ /i/ /t/. I hear the sounds /s/ /p/ /l/ blended together at the beginning of *split*. Try it with me: /sssplll/ /i/ /t/, *split*.
■ Repeat this procedure with *sprint*, *strum*, and *scrub*.

- You Do** Model blending these words sound by sound. Then have children repeat.

splash sprint scrape strike stripe splint

IWB Online Phonics Lessons: Three-Letter Consonant Blends

CORRECTIVE FEEDBACK

Write *scrub* on the board. Have children circle the *scr* in *scrub*. These letters stand for /skr/ in *scrub*: /s/ /k/ /r/ /u/ /b/, *scrub*. Let's blend *scrub*: /ssskrrruub/, *scrub*. Repeat with *splash*, *sprint*, and *strum*.

Quick Check

Can children blend words with /skr/scr, /spl/spl, /spr/spr, and /str/str? If not, use Additional Instruction on pp. 206–209.

Words to Know

► Review High-Frequency Words

Objective Read and use previously introduced high-frequency words

- Review high-frequency words introduced in Unit 3, Week 4. *Let's review words we learned before.*
- Hold up **Word Cards** *new*, *she*, *work*, and *he* one at a time. Have children read each word.
- Have children use each word in a sentence.

► High-Frequency Words: *put*, *water*, *of*, *done*

Objective Read high-frequency words

- Display **Word Cards** *put*, *water*, *of*, and *done* in the pocket chart.
- Have children **read, spell, and write** *put*. Point to and say the word *put*. *This is the word put. It is spelled p-u-t. Put the book on the desk.*
- Repeat to introduce *water*, *of*, and *done*.
- Have children make up sentences using the words. Provide sentence starters such as *I put on my _____ or I like to _____ in the water.* Write the completed sentences on the board.

CORRECTIVE FEEDBACK

Point to, say, and spell *put*. *This word is put. Point to the word and say it with me: put. It is spelled p-u-t. Spell it with me. What word did you spell? The first sound in put is /p/. The first letter is p.*

Quick Check

Can children read *put*, *water*, *of*, and *done*? If not, use the Additional Instruction on pp. 206–209.

► Oral Vocabulary: Design Words

Objective Develop oral vocabulary

- **Define** Talk about the words *stripes*, *dots*, and *checkers* as words that we can use to talk about the designs we see. Then introduce the word *pattern*.
- **Example** Use each word in a sentence. *Your shirt has blue stripes on it.*
- **Ask** Have children use one of the words to describe a design they see in the room.

► Build Fluency: Word Automaticity

Objective Improve word accuracy

Display **Reading Triumphs** page 66. Read each word in “Working with Words,” blending the sounds or saying the words as you read. Have children blend or say each word after you.

Time to Read

► Read “A Bath for Scruff”

Objective Read words in connected text

- Have children read aloud “Words to Know.”
- **Choral Reading** Read the story together.
- **Independent Reading** Then have children whisper-read “A Bath for Scruff” independently. Listen while children read, offering guidance as necessary.
- **Partner Reading** Have children partner-read “A Bath for Scruff.”

► Write

Objective Write letters, words, and sentences

- Use the **Sound-Spelling WorkBoards**. Say these sounds and blends one at a time: /spl/, /skr/, /f/, /sh/, /d/, /b/, /z/, /a/, /u/, /s/, /th/. Have children write the letters and words. Say each word: *Scruff*, *splashed*, *suds*, *bath*.
- Have children write sentences about Scruff.

ELL Write each word, blending the sounds to form the word. Then share the pen with children, having them write the letters that they know.

See Grammar and Writing lessons on pages 204–205.



Reading Triumphs

Materials

- Reading Triumphs pp. 66; 68–73
- Practice Book p. 124
- Sound-Spelling WorkBoards
- Large Letter Cards: *b, c, e, i, k, l, n, o, p, r, s, t, u*
- Letter Tiles
- Word Cards: *done, of, put, water*

- hand puppet
- markers or counters

Online Resources

- IWB** Interactive White Board
- Comprehension Lessons
- Graphic Organizer: Compare and Contrast Chart

Working with Words

Phonemic Awareness

Objective Identify phonemes in isolation

Read aloud the following rhyme. Then reread it and invite children to chime in with you:

Splish! Splash! In a big striped tub,
I spray my dog and start to scrub!

- I Do** ■ Listen as the puppet says each word slowly. All the words begin with the sounds /str/.

stripe stroke string strap

- We Do** ■ Ask children to say each word after you, stretching the sounds. Listen as I say the sounds in each word: /ssstrrrīīp/, *stripe*; /ssstrrrōōk/, *stroke*; /ssstrrrīīng/, *string*; /ssstrrraaap/, *strap*.

- What sounds do you hear at the beginning of each word? Let's say them together: /s/ /t/ /r/. Tell children that these letters blend together to make /str/.

- You Do** ■ Tell children that you will say three words. Ask children to listen for /str/. Say: *string, sing, strip*.
- Which words begin with the sounds /str/?
- Repeat for /spl/: *splash, spit, splint*; for /skr/: *scream, scratch, sand*; and for /spr/: *spread, shake, spray*.

CORRECTIVE FEEDBACK

Using the sound boxes on the **Sound-Spelling WorkBoards**, model isolating the sounds in *strap*. Stretch the sounds as you drag one marker onto each box. Continue with *scrape, spring, and split*.

Quick Check

Do children recognize the sounds /skr/, /str/, /spr/, /spl/? If not, use the Additional Instruction on pp. 206–209.

Phonics

Objective Blend words with *scr, spl, spr, and str*

Review Show the following combinations of **Large Letter Cards** as children say the sounds: *ch, tch, wh*. Mix the cards and repeat.

- I Do** ■ Use **Letter Cards** or **Letter Tiles** *s, p, l, i, t*.
- Model blending.
- The letters *spl* stand for the sounds /spl/. The letter *i* stands for the sound /i/. The letter *t* stands for the sound /t/. Listen as I blend all the sounds together: /sssplliit/, *split*. Say it with me: *split*.
- Repeat with *spring, scam, and strand*.

- We Do** ■ Blend the word *split*: /sssplliit/. Blend it with me.
- Let's change the *i, t* in *split* to *a, s, h*. What word did we make? Let's blend the sounds together.
- Repeat to build and blend *stripe, stride, strike; sprig, spring, sprint; and scrape, scratch, scrap*.

- You Do** ■ Use **Letter Cards** or **Letter Tiles** *s, c, r, u, b, t, i, o, k, e, p, n, and l*.
- Guide children to build and blend each of the following words:
- scrub stroke sprint splint

See **Practice Book** page 124.

ELL Make each of the /skr/, /spl/, /spr/, and /str/ sounds in turn, pointing out correct mouth positions, and have children copy you. Then, as children say the words in the lesson, review the meanings of words that can be shown in a concrete way. For example, point out a striped object and invite children to describe it. For more support, see pages T6–T7.

See the More Word Work lessons on page 204.

Words to Know

► High-Frequency Words: *put, water, of, done*

Objective Read high-frequency words

- Hold up the **Word Cards** one at a time: *put, water, of, done*. Have children **read, spell, and write** each word.
- Prompt children to call out each word as you point to the card. Repeat in random order at varying speeds.

CORRECTIVE FEEDBACK

Point to, say, and spell *water*. *This word is water.* Point to the word and say it with me: *water*. It is spelled *w-a-t-e-r*. Spell it with me. What word did you spell? The first sound in *water* is /w/. The letter *w* stands for that sound.

Quick Check

Can children read *put, water, of, and done*? If not, use the **Additional Instruction** on pp. 206–209.

► Oral Vocabulary: Design Words

Objective Develop oral vocabulary

- Point to an object in the room that has a pattern design. *That is a very nice pattern.*
- **Define** Tell children that a *pattern* is a repeated design or arrangement of shapes.
- **Example** Use *pattern* in a sentence: *My favorite shirt has a checkered pattern on it.*
- **Ask** Can you think of anything that has a pattern on it? What kind of pattern is it?

► Build Fluency: Word Automaticity

Objective Improve word accuracy

Display page 66 of **Reading Triumphs**. Read each word in “Working with Words,” blending the sounds or saying the words as you read. Have children blend or say each word after you. Then say the words in random order. Have children point to the word you say.

Time to Read

► Read “Stripes, Stripes, Stripes!”

Objective Monitor comprehension/reread: Compare and contrast

Before Reading Preview the selection by reading the title. *What do you think this story will be about?*

- Help children set a purpose for reading: *What striped things do you think we will read about? Let's find out.*
- Have children read aloud “Words to Know.”

During Reading Read the selection together. Use a Compare and Contrast Chart to record children’s ideas. Guide children in a choral reading. After page 69, ask: *What has stripes?* After page 71: *How are the big cat and the fish similar?* After page 72: *How are Ann’s tights similar to the fish?*

After Reading Explain that as they read, children can compare and contrast the information in the selection. *When we compare things, we think about how they are the same. When we contrast, we think about how things are different.* Display **Reading Triumphs** page 71. *The big cat and the fish are similar because they both have stripes. They are different because the big cat lives on the land and the fish lives in the ocean.*

IWB **Online Comprehension Lessons:** Compare and Contrast

► Comprehension Check: **Text Evidence**

Display page 73. Guide children to retell the story. Have them use the evidence in the text and the illustrations to answer the **Think About It** questions

► Write

Objective Write letters, words, and a sentence

- Use the **Sound-Spelling WorkBoards**. Say these sounds: /str/, /fl/, /ī/, /g/, /s/, /i/, /f/, /sh/, /o/, /a/, /p/, /k/. Have children write the letters and then words: *stripes, flag, fish, socks*.
- Have children draw and label two things with stripes. Invite them to write a sentence about how the things are similar.

See Grammar and Writing lessons on pages 204–205.



Reading Triumphs

Materials

- Reading Triumphs pp. 66; 74–79
- Practice Book pp. 125–126
- Sound-Spelling WorkBoards
- Large Letter Cards: *b, c, f, l, p, r, s, t*
- Photo Card: *string*
- Word Cards: *done, of, put, water*
- Comprehension Cards
- hand puppet

- markers or counters
- pocket chart

Online Resources

- IWB Interactive White Board**
- Comprehension Lessons
- Graphic Organizer: Compare and Contrast Chart

Working with Words

► Phonemic Awareness

Objective Segment phonemes

Read aloud the following rhyme. Then read it again and invite children to chime in with you:

In spring, frogs splash in a stream.
Kids run, laugh, and scream.

- I Do**
- Listen as the puppet says each sound in a word: *spring*, /s/ /p/ /r/ /i/ /ng/; *splash*, /s/ /p/ /l/ /a/ /sh/; *stream*, /s/ /t/ /r/ /ē/ /m/; *scream*, /s/ /k/ /r/ /ē/ /m/.
 - Point out the beginning sounds in each word.

- We Do**
- Place markers in the sound boxes on the **Sound-Spelling WorkBoard** for the word *splash*.
 - Let's say *splash* together. There are five markers to stand for the five sounds: /s/ /p/ /l/ /a/ /sh/. Listen: /sss/ /p/ /lll/ /aaa/ /sh/, *splash*. Let's say it again.
 - Repeat with *spring*, *strike*, and *scrape*.

- You Do**
- Have children place markers in the sound boxes on the **Workboard** for the sounds in the words *strip* and *spring*, one marker for each sound.
 - Ask children to orally blend the phonemes.
 - Repeat with *stroke*, *stripe*; *sprint*, *sprang*; *splint*.

CORRECTIVE FEEDBACK

Listen as I say this word: *scrub*. Now listen as I say each sound: /s/ /k/ /r/ /u/ /b/. What three sounds do you hear in the beginning? Let's say them together: /s/ /k/ /r/. Repeat with *strip*, *split*, and *spring*.

Quick Check

Can children segment phonemes? If not, use the Additional Instruction on pp. 206–209.

► Phonics

Objective Blend words with *scr*, *spl*, *spr*, and *str*

Review Show these **Large Letter Cards** as children say the sounds: *bl*, *cl*, *fl*, *pl*, *sl*. Mix the cards and repeat.

- I Do**
- Display **Large Letter Cards** *s*, *t*, and *r*.
 - The letter *s* stands for the sound /s/. The letter *t* stands for the sound /t/. The letter *r* stands for the sound /r/. When these letters come together at the beginning of a word, they blend and stand for the sounds /str/, as in *strap*: /ssstrrraaap/, *strap*.
 - Write the word *strap* on the board. Draw a line under the letters *str* as you say the sounds /str/.
 - Repeat for *spr*, *spl*, and *scr*, using *spring*, *split*, *scrub*.

- We Do**
- Display **Photo Card** *string*. Let's name the picture.
 - Listen as I say the word: *string*. Let's blend the sounds: /ssstrriing/. I hear the /str/ sounds at the beginning of *string*, so I write *str* on the board.
 - Say the word *scrape* and blend it with children. As I say this word again, write the letters that stand for the beginning sounds you hear in the word.
 - Repeat with *splash*, *stripe*, and *spring*.

- You Do**
- Have children write the letters *spl* on their **WorkBoards** when you say a word that begins with /spl/. Say: *splash*, *smash*, *split*, *splat*.
 - Repeat for *spr*: *sing*, *spring*, *sprint*, *spill*; for *str*: *same*, *strand*, *strap*, *strip*; for *scr*: *stuck*, *scrape*, *sell*, *scram*.

CORRECTIVE FEEDBACK

Model blending *split*. Write *spl*. Have children say /spl/. Write *it*. Have children say /it/. Have children blend /ssspllliit/, *split*. Repeat with *scrape*, *strip*, and *sprint*.

Quick Check

Can children blend words with /skr/scr, /spl/spl, /spr/spr, and /str/str? If not, use Additional Instruction on pp. 206–209.

Words to Know

► High-Frequency Words: *put, water, of, done*

Objective Read high-frequency words

- Display **Word Cards** *put, water, of, and done* in the pocket chart.
- Say the word *put*. Have children point to and spell the word aloud.
- Repeat to review *water, of, and done*.

See **Practice Book** page 125.

► Oral Vocabulary: Design Words

Objective Develop oral vocabulary

- **Discuss** Remind children that *stripes, dots, checkers, and pattern* are words that we can use to talk about the designs we see. *Some shirts have a pattern of dots on them.*
- **Connect** Ask children to describe a pattern they they might see on clothing.

► Build Fluency: Word Automaticity

Objective Improve word accuracy

- Display page 66 of **Reading Triumphs**. Read each word in “Working with Words,” blending the sounds or saying the words as you read. Have children blend or say each word after you.
- **Reread** Have children **reread** the previous story from **Reading Triumphs**. Circulate and listen in.

Time to Read

► Read “Let’s Help!”

Objective Monitor comprehension/reread: Compare and contrast

Before Reading Preview the selection by reading aloud the title.

- Help children set a purpose for reading: *What might this selection be about? Let’s find out.*

During Reading Read the selection together. Use a Compare and Contrast Chart to record children’s ideas as you read the selection. After page 75, ask: *What is Kim doing? What are June and Pete doing?* After page 77: *What is similar about what Rose and Jake are doing? What is different?*

- **Independent Reading** Have children whisper-read the selection.

See **Practice Book** page 126.

After Reading Remind children that they can compare and contrast the information in the selections that they read. *As we read, we can think about how things are similar and how they are different.* Display **Reading Triumphs** pages 74–75. *Kim, June, and Pete are all helping. And they are all outside. But Kim is raking leaves, and June and Pete are washing the dog. Kim is working alone; June and Pete are working together.*

IWB **Online Comprehension Lessons:** Compare and Contrast

► Comprehension Check: **Text Evidence**

Display page 79. Guide children to retell the selection and use the evidence in the text and the illustrations to answer the **Think About It** questions.

- **ELL** Model retelling the important events in “Let’s Help!” For more support, see pages T6 and T7.

CORRECTIVE FEEDBACK

If children cannot compare and contrast, use **Comprehension Card: Compare and Contrast**.

Quick Check

Can children compare and contrast? If not, use the Additional Instruction on pp. 206–209.

► Write

Objective Write letters, words, and labels

- Use the **Sound-Spelling WorkBoards**. Say these sounds: /p/, /a/, /skr/, /ā/, /b/, /l/, /e/, /h/, /k/, /u/, /r/. Have children write the letters and words: *rake, scrub, bake, help.*
- Have children draw and label a picture of themselves helping out at home.

See the Grammar and Writing lessons on pages 204–205.



Reading Triumphs

Materials

- Reading Triumphs pp. 66; 68–72; 74–78
- Large Letter Cards: *a, b, c, e, f, g, r, i, k, p, s, t*
- Letter Tiles
- Word Cards: *done, of, put, water*
- Sound-Spelling WorkBoards
- hand puppet

Online Resources

- Graphic Organizer: Compare and Contrast Chart

Working with Words

► Phonemic Awareness

Objective Identify phonemes in isolation

Read aloud the following rhyme. Then reread it and invite children to chime in with you:

In spring, frogs splash in a stream.
Kids run, laugh, and scream.

I Do

- Use the puppet to model how to isolate sounds.
- Listen as the puppet slowly says *spring, splash, stream, and scream*. Listen to the sounds of the three-letter blend at the beginning of each word.

We Do

- Ask children to say *splash* after you.
- What sounds do you hear at the beginning of *splash*? Do you hear the sounds /spl/?
- Write the word *splash* on the board. Draw a line under the letters *spl*. The sounds for these letters are /s/ /p/ /l/. Listen as I blend them together: /sssplll/, *splash*. What sounds do you hear at the beginning of *splash*?
- Repeat this for the three-letter blends *spr, scr, and str*, using the words *spring, scream, and stream*.

You Do

- Tell children that you will say three words. Ask children to listen for the words that begin with the sounds /spl/. Say: *split, speck, splash*.
- Which words begin with the sounds /spl/?
- Repeat for /skr/: *scream, scramble, scoop*; for /spr/: *sprinkle, spin, sprint*; and for /str/: *story, stream, strip*.

ELL

Make the /skr/ sound and point out correct mouth position. Have children mimic you. Repeat for /spl/, /spr/, and /str/. Then have children practice saying minimal contrast word pairs, such as *sprint/splint, sprain/strain*. For more support, see pages T6–T7.

► Phonics

Objective Blend words with *scr, spl, spr, and str*

Review Show the following pairs of **Large Letter Cards** as children say the sounds: *br, cr, fr, gr, tr*. Mix the cards and repeat.

I Do

- Use **Letter Cards** or **Letter Tiles** *s, t, r, i, p*.
- The *s* stands for /s/. The *t* stands for /t/. The *r* stands for /r/. When these three letters come together at the beginning of a word, they blend and stand for /str/. The *i* stands for /i/. The *p* stands for /p/. Listen as I blend all these sounds: /ssstrriip/, *strip*. Say it with me: *strip*.

We Do

- Let's change the *i* in *strip* to *a*. What word did we make? Let's blend the sounds: /ssstrraap/, *strap*.
- Now let's change the *str* in *strap* to *scr*. What word did we make? Let's blend the sounds.

You Do

- Display **Letter Cards** or **Letter Tiles** *s, t, r, i, k, e*.
- Blend the sounds in this word.
- Guide children to change the *k* in *strike* to *p*. What word did you make? Blend the sounds in this word.
- Have children continue to change letters to build and blend *splint* and *scrap*.

See the More Word Work Lessons on page 204.

CORRECTIVE FEEDBACK

Give six children **Letter Cards** *s, c, r, a, p, e*. Model blending *scrape*. Have the child with **Letter Card** *s* say /s/ and write *s*. Repeat for /k/c, /r/r, /p/p, and then /ā/a_e together. Blend: /ssskrrrāāp/. Remind children that the *e* is silent. Continue with *sprig, split*.

Quick Check

Can children blend words with /skr/scr, /spl/spl, /spr/spr, and /str/str? If not, use Additional Instruction on pp. 206–209.

Words to Know

► High-Frequency Words: *put, water, of, done*

Objective Read high-frequency words

- Place **Word Cards** *put, water, of, and done* facedown.
- Tell children that you will turn over the **Word Cards** one at a time for them to read.
- Turn the cards over one at a time and have children chorally call out each word.
- Mix and repeat.

CORRECTIVE FEEDBACK

Point to, say, and spell *done*. *This word is done. Point to the word and say it with me: done. It is spelled d-o-n-e. Spell it with me. What word did you spell? Let's use the word done in a sentence.*

Quick Check

Can children read *put, water, of, and done*? If not, use the Additional Instruction on pp. 206–209.

► Oral Vocabulary: Design Words

Objective Develop oral vocabulary

- **Confirm** Talk about words we can use to describe designs. Remind children that *stripes, dots, and pattern* are words that describe designs.
- **Discuss** Talk about other words that can describe designs, such as *squiggles*.
- **Connect** Have children use the words to describe a design on a classmate's clothing. Challenge children to guess which clothing item is being described.

For Additional Instruction, see pages 206–209.

► Build Fluency: Word Automaticity

Objective Improve word accuracy

- Display page 66 of **Reading Triumphs**. Read each word in "Working with Words," blending the sounds or saying the words as you read. Have children blend or say each word after you.
- **Reread** Have children **reread** the previous story from **Reading Triumphs**. Circulate and listen in.

Time to Read

► Read "Stripes, Stripes, Stripes!" and "Let's Help!"

Objective Monitor comprehension/reread: Compare and contrast

Before Reading Tell children that as they reread "Stripes, Stripes, Stripes!" and "Let's Help!" they can compare and contrast the information in each selection. Then they can ask themselves how the selections are alike and how they are different.

During Reading Read "Stripes, Stripes, Stripes!" together. Pause and guide children to compare and contrast the details in the selection.

- Read "Let's Help!" together. Pause after each spread and prompt children to compare and contrast the information.
- Have children use a Compare and Contrast Chart to record their ideas.
- **Partner Reading** Have partners read one of the selections together. Guide them to compare and contrast the information in the selection.

After Reading Guide children to compare and contrast the selections. "Stripes, Stripes, Stripes!" and "Let's Help!" are about different topics. One selection is about the stripe design on different things; the other is about different ways children help. The selections are similar in that both compare various things and show how they are alike.

► Build Fluency: Connected Text

Objective Model fluency

Echo-Read Read each selection one page at a time and ask children to read each page after you. Have them read at the same speed and with the same expression that you use.

► Write

Objective Write letters, words, and a review

- Use the **WorkBoards**. Say the sounds: /str/, /spr/, /skr/, /ng/, /h/, /l/, /i/, /u/, /p/, /e/, /b/. Have children write the letters and words: *stripe, help, spring, scrub*.
- Ask children to write a simple review of one of the selections.

See the Writing lessons on page 205.



Reading Triumphs

Materials

- Reading Triumphs pp. 66; 68–72; 74–78
- Take-Home Book: Practice Book pp. 127–128
- Listening Library
- Assessment Book
- Large Letter Cards or Letter Tiles: *a, b, c, e, g, h, i, k, l, m, n, p, r, s, t, u*
- Comprehension Cards

Online Resources

- Bibliography

Working with Words

► Phonemic Awareness

Objective Review phonemes

- I Do**
- Listen as I say a word in parts: /s/ /k/ /r/ /ē/ /m/, *scream*. Say it with me: *scream*.
 - The sounds at the beginning of *scream* are /skr/.
 - Repeat this procedure with *splash*, *street*, and *spring*.
- We Do**
- Whisper a different word to each child in the group. Say only words that begin with the three-letter blends *str* and *spl*.
 - Say the sounds /str/.
 - Tell children to listen carefully and to stand if the word they were told begins with those sounds.
 - Have children say their words aloud. Ask the group if they agree that each word begins with those sounds.
 - Repeat the activity with the sounds /spl/, /skr/, and /spr/.
- You Do**
- Tell children that you will say some words that all begin with the same sounds. Have children raise their hands as soon as they know the letters that stand for the beginning sounds.
 - Have children name the letters.
 - Then have volunteers name additional words that begin with those sounds.
 - Use these word groupings for each three-letter blend: *scratch*, *scramble*, *scream*; *straight*, *stream*, *straw*; *spring*, *spray*, *spread*; *splash*, *splinter*, *split*.

► Phonics

Objective Review blending words with *scr*, *spl*, *spr*, and *str*

- I Do**
- Use **Large Letter Cards** or **Letter Tiles** *s, t, r, u, m*.
 - Listen as I blend these letters: /ssstrrruuumm/, *strum*.
 - Repeat with the necessary letters to build and blend the words *scrap*, *strike*, and *splash*.
- We Do**
- Display the picture of the flag on **Reading Triumphs** page 69 of “Stripes, Stripes, Stripes!”
 - Run your finger along a stripe in the flag. *What is this?*
 - Display **Letter Cards** or **Letter Tiles** *s, t, r, i, p, e* to build *stripe*.
 - *Let’s blend the sounds together:* /ssstrrriip/, *stripe*.
- You Do**
- Tell children to look through “Stripes, Stripes, Stripes!” and “Let’s Help!” for pictures of things or actions that begin with the sounds /spr/, /spl/, /str/, or /skr/. Guide children to name the words *stripes*, *stretch*, *scratch*, *spring*, *scrub*, *splash*, and *strap*.
 - Help children use **Letter Cards** or **Letter Tiles** to build these words. Have children blend each word.

Words to Know

► High-Frequency Words: *put, water, of, done*

Objective Review high-frequency words

- Say each high-frequency word, one at a time: *put, water, of, done*.
- Have children spell and write each word.
- Have children write a sentence using at least one of the high-frequency words.
- Have partners share their sentences and then read each other's sentence aloud.

ELL Model using each word in a sentence. For more support, see pages T6 and T7.

Time to Read

► Read Take-Home Book

Objective Review monitor comprehension/reread: Compare and contrast

- Reread and review "Stripes, Stripes, Stripes!" and "Let's Help!" using the **Listening Library** audio selections. Then read the **Take-Home Book** selection together with children.
- Have children whisper-read the **Take-Home Book** selection independently. Listen while children read, offering guidance as necessary.

See **Practice Book** pages 127–128.

► After Reading

Guide children to compare and contrast "Stripes, Stripes, Stripes!" "Let's Help!" and the **Take-Home Book** selection. Have children discuss the information in each selection and prompt them to describe how the information from each is similar and how it is different.

CORRECTIVE FEEDBACK

If children cannot compare and contrast, use **Comprehension Card: Compare and Contrast**.

Quick Check

Can children compare and contrast? If not, use the Additional Instruction on pp. 206–209.

► Build Fluency: Connected Text

Objective Increase reading speed

- Review the **Take-Home Book** selection and point out the punctuation marks. Have pairs of children take turns reading aloud the selection to each other.
- Guide children to read aloud the selection with the appropriate expression, pausing and stopping where the punctuation marks dictate.

► Writing

Objective Write questions

- Have children write a question about the **Take-Home Book** selection.
- Encourage children to use high-frequency words and words with initial three-letter blends *scr, str, spr,* and *spl*.
- Invite children to take turns reading their questions aloud for others to answer.

See the Writing lessons on page 205.

Invite children to read the **Take-Home Book** selection to their family and friends.

► Self-Selected Reading

Objective Read independently

Have children select books to read on their own. See the Online Bibliography for suggested titles.

Weekly Assessment

Have children complete the End-of-Unit Assessment on **Assessment Book** pages 130–135.

Fluency Use the passage on **Assessment Book** pages 40–41.

Lesson 21

Grammar
Contractions with *not*

Writing
Shared Writing

Lesson 22

More Word Work
Three-Letter Blends

Grammar
Contractions with *not*

Writing
Interactive Writing

Lesson 23

Grammar
Mechanics

Writing
Trait: Presentation
Independent Writing:
Focus and Plan,
Prewrite and Draft

Lesson 24

More Word Work
Word Sort

Writing
Independent Writing:
Revise and Edit

Lesson 25

Writing
Independent Writing:
Publish and Present

More Word Work

Materials

- large index cards with *scruff, splint, split, sprite, spruce, strike, stripe, stroke, thrill, thrive, throne* and **spelling words** *scratch, scrub, splash, spring*
- pocket chart

► Three-letter blends *scr-, spl-, spr-, str-, thr-*

Objective Blend words with three-letter blends

- Write *thrive* and *throne* on the board. Circle *thr* in each word. Explain that the letters *thr* have the /thr/ sounds: the consonant digraph /th/ sound and the /r/ sound blended together. Point to the letters as you pronounce *thrive*. Listen as I say the sounds for *thrive*: /thr/ /i/ /v/, /thriv/. Repeat for *throne*. Have children chorally repeat.
- Write these words in four columns on the board: *scram/scrub, spring/sprite, string/stride, splash/splint*. Circle *scr-, spr-, str-, and spl-*. Explain that each of these three-letter blends is made up of three consonant sounds, blended together.
- Point to the letters as you pronounce the words. Listen as I say the sounds for *scram*: /skr/ /a/ /m/, /skram/. Repeat for the other words. Have children chorally repeat all the words.

► Word Sort: *scr-, spr-, str-, spl-, thr-*

Objective Sort words in word families

- Place the cards for *scratch, splash, spring, strike, and thrill* in five columns in the pocket chart.
- Hold up the card for *scrub*. Point to the letters as you pronounce the word: /skrub/. Model placing the card for *scrub* under *scratch*.
- Repeat for other cards, having children sort them by their three-letter blends. Then have them chorally read all of the words.

Grammar

► Contractions with *not*

Objective Understand contractions with *not*

- Explain to children that sometimes two words can be put together to make one word. This word is called a *contraction*. Tell children that some contractions are formed by putting a word together with the word *not*.
- Write *is* and *not* on the board. Draw an equal sign and write the contraction *isn't*. Circle the apostrophe. An apostrophe takes the place of the letter *o* in *not*. Read each word aloud and have children chorally repeat.
- Write the following words on the board: *are not, do not*. Guide children in replacing the *o* with an apostrophe to make a contraction for each word.
- Write and read: *Kate is not home. June and Jake are not home*. Have children identify the two words that can be made into a contraction in each sentence. Tell children to replace the letter *o* in *not* to write the contractions. Read aloud the sentences with the contractions and have children chorally repeat.
- Write *can* and *not* on the board. Draw an equal sign and write the contraction *can't*. Demonstrate taking the letter *n* and *o* out and replacing the letters with an apostrophe.
- Write and read aloud these sentences on the board: *We can not run. We do not run*. Have children identify the two words that can be made into a contraction in each sentence. Prompt them to name which letters can be replaced with an apostrophe. Guide children to replace the letters with an apostrophe to write the contractions.
- Read aloud the sentences with the contractions and have children chorally repeat.

► Mechanics: Apostrophes

- Explain that an apostrophe takes the place of one or more letters to make a contraction.
- Point out that an apostrophe takes the place of the letter *o* in the word *not* in many contractions. Write *Mat is not at the store*. Have children identify the words that can be made into a contraction. Prompt them to tell how to change the words into a contraction.

Writing

Descriptive Sentences

Objective Compose descriptive sentences

► Shared Writing

- Discuss the kinds of things that have stripes in the story “Stripes, Stripes, Stripes!”
- Tell children they will write descriptive sentences to tell about things they know about that have stripes.
- Point out to children that the sentences in the story tell what colors the stripes are and what the thing or animal that has the stripes does.
- Have children name and describe things that have stripes. Record their responses on the board.
- Use children’s responses to write descriptive sentences: *I have a ball. Its stripes are pink and white*. Record children’s responses on the board.
- Remind children that a sentence begins with a capital letter and ends with a punctuation mark.

► Interactive Writing

- Have children look at the pictures in the story and think about the things they know about that have stripes. Record children’s responses on the board.
- Pick one thing to write about, such as *My cat, Tiger, has stripes*.
- Model descriptive sentences by writing one of the suggestions: *Tiger has black and white stripes. He likes to play ball with me*.
- Have children use the class list to create a descriptive sentence about a thing with stripes.
- Once a sentence is generated, repeat it several times for children. Have children share the pen to help write words or add a punctuation mark. Repeat with more sentences.
- Point out any contractions children have used.

► Writing Trait: Presentation

- Explain that good writers write clearly and neatly. They leave a small space between letters and a bigger space between words. This helps readers to read the words and sentences.
- Write and read: *I can’t go to the shop. I can’t go to the shop*. Underline the spaces between words in the second sentence.
- Have children rewrite the first sentence and use the correct spacing between letters and words.

► Independent Writing

Focus and Plan

- Ask children to list things that have stripes. Have them describe what each thing looks like.

Prewrite and Draft

- Tell children to draw two or three pictures of things that have stripes.
- Have children give details, such as the color, size, and look of certain things that have stripes.
- Tell children to draft descriptive sentences to go along with their pictures.

Revise and Edit

- Ask children to check the sentences they wrote about things with stripes. Have them decide if the sentences are clear and descriptive.
- Have children work with a partner and read each other’s sentences. *Do you understand what your partner wrote about?*
- Have children check that the sentences all begin with a capital letter and end with the correct punctuation mark.

ELL Have children draw a picture of something that has stripes. Then ask them to fill in these sentences: A _____ has stripes. It is _____.

Publish and Present

- Have partners take turns reading their descriptive sentences to the class.
- Create a class *Stripes, Stripes, Stripes!* book.



Assessment Book

Choose from the Additional Instruction for children who need more support. Use End-of-Unit Assessment to check children's progress.

Working with Words

Materials

- Reading Triumphs pp. 34; 48; 66
- Sound-Spelling Cards: *Boat, Cheese, Cube, Whale*
- Sound-Spelling WorkBoards
- Large Letter Cards: *a–z*
- Letter Tiles
- markers or counters
- hand puppet

Online Resources

- **IWB** Interactive White Board
Phonics Lessons

► Phonemic Awareness

Objective Isolate and blend phonemes

Review Phonemes Display the *Cheese Sound-Spelling Card*. Listen to the sound at the beginning of the word *cheese*. Say the sound with me: /ch/. This is the /ch/ sound. Review /ch/ in the final position. The /ch/ sound is also at the end of *ditch*. Say the sound with me: /ch/. Say the word with me: *ditch*. Repeat for /hw/ with the *Whale Card*.

- For lessons 16–20, display the *Cube Sound-Spelling Card*. Listen to the sound in the middle of the word *cube*. Say the sound with me: /ū/. This is the long *u* sound. Repeat using the *Boat Sound-Spelling Card* for the long *o* sound: /ō/.
- For lessons 21–25, explain that the word *splash* begins with /spl/, three sounds blended together. Listen as I say all the sounds: /sssplllaaash/, *splash*. What sounds do you hear at the beginning of this word? Let's say the sounds: /spl/. Repeat for /skr/, /spr/, and /str/ using *scratch*, *sprint*, and *string*.

Blend Phonemes Tell children to listen as you string sounds together to form a word: /ch/ /i/ /p/, /chiip/, *chip*. Have children repeat: /ch/ /i/ /p/, /chiip/, *chip*. *Chip* has the /ch/ sound at the beginning.

- Tell children to listen as you string more sounds together to form a word: /h/ /i/ /ch/, /hiich/, *hitch*. Have children repeat: /h/ /i/ /ch/, /hiich/, *hitch*. Point out that *hitch* has the /ch/ sound at the end.
- Let's say more words. Listen for /ch/ in each: /p/ /a/ /ch/, /paaach/, *patch*; /ch/ /e/ /k/, /cheek/, *check*.
- Model placing markers in the sound boxes on the **Sound-Spelling WorkBoards**. I will place one marker in a box for each sound I make: /k/ /a/ /ch/. Now I will point to a marker as I say each sound and string the sounds together: /kaaach/, *catch*. Have children take turns placing markers in the sound boxes as they blend words: *chin*, *chest*, *ditch*, *rich*, *much*. Repeat the routine for /hw/ using the words *when*, *while*, *whale*.
- For lessons 16–20, use the above routine for long *o* and long *u* with the words *hope*, *close*, *use*, *mute*.
- For lessons 21–25, use the routine for /skr/, /spl/, /spr/, /str/ with the words *scrape*, *split*, *spring*, *stripe*.

Segment Phonemes Have children listen as the puppet says each sound in a word: *chick*, /ch/ /i/ /k/; *chat*, /ch/ /a/ /t/; *which*, /hw/ /i/ /ch/. Point out /ch/.

- Place three markers in the sound boxes on the **Sound-Spelling WorkBoard**. Listen to the word: *chick*. Let's say *chick* together. The word has three sounds. Each marker stands for one sound. What sound do you hear at the beginning of *chick*? (/ch/) Which marker stands for the /ch/ sound? Yes, the first marker stands for /ch/.
- Place two markers in the sound boxes. Listen to the word: *itch*. Let's say *itch* together. What sound do you hear at the end of *itch*? (/ch/) Which marker stands for the /ch/ sound? (the last marker) How many sounds are in the word *itch*? (two) Repeat with *chill*, *hatch*, *bench*.
- Have children take turns placing the markers in the sound boxes and pointing to the marker that stands for /ch/ in the words *chill*, *hatch*, *bench*. Repeat the above routine for /hw/ using the words *which*, *whine*, *white*, *whiff*.
- For lessons 16–20, repeat the above routine for long *o* and long *u* using the words *globe*, *joke*, *cute*, *mule*.
- For lessons 21–25, repeat the above routine for /skr/, /spl/, /spr/, /str/ using *scrub*, *splat*, *spruce*, *strike*.

► Phonics

Objective Decode words with digraphs /ch/ch, -tch; /hw/wh-; long /o/o_e; long /u/u_e; three-letter blends

Review Letter/Sound Correspondence Display the Cheese **Sound-Spelling Card**. The letters *c* and *h* together stand for /ch/, as in the beginning of *cheese*. This is also the sound at the end of *match*: /mmaach/, *match*. Write *match*. Draw a line under *tch* as you say the sound /ch/. Repeat for /hw/wh- with the Whale **Sound-Spelling Card**.

- For lessons 16–20, display **Large Letter Cards** *t, o, n, e*. The name of this letter is *o*. The name of this letter is *e*. The letters *o* and *e* can work together to stand for /ō/. Let's blend *t, o, n, e*. The *t* stands for /t/ and the *n* stands for /n/. Say it with me: /t/ /ō/ /n/, /tōōnnn/, *tone*. Repeat with *broke, fuse, flute*.
- For lessons 21–25, repeat the routine for three-letter blends /skr/scr-, /spl/spl-, /spr/spr-, and /str/str- using the words *scrap, splash, sprint, stroke*.

Blend Words Use the **Letter Tiles** to model blending words. Place **Letter Tiles** *c, h, a, t* in the sound boxes on the **Sound-Spelling WorkBoard**.

- The letters *ch* stand for the sound /ch/. The letter *a* stands for /a/. The letter *t* stands for /t/. Listen as I blend all three sounds together: /chaaat/, *chat*.
- Place **Letter Tiles** *b, a, t, c, h* in the sound boxes on the **Sound-Spelling WorkBoard**. What sound does the letter *b* stand for? Yes, it stands for /b/. What sound does the letter *a* stand for? Yes, it stands for /a/. What sound do the letters *tch* stand for? Yes, they stand for /ch/. Let's blend the sounds together: /baaach/, *batch*. Repeat using the words *chin, which, white, clutch, stitch*.
- Have children take turns placing **Letter Tiles** in the sound boxes and blending sounds to form words.
- For lessons 16–20, repeat the above routine for long *o* and long *u*, using *bone, chose, tune, use*.
- For lessons 21–25, repeat for /skr/scr-, /spl/spl-, /spr/spr-, /str/str-, using *sprint, strap, scrape, split*.

Build Words Use the **Letter Tiles** to model building words. Place **Letter Tiles** *c, h, i, n* in the sound boxes on the **Sound-Spelling WorkBoard**. Guide children to blend the sounds: /ch/ /i/ /n/, /chiiinnn/, *chin*.

- Let's change the *n* in *chin* to *p*. What word did we make? The letters *ch* stands for /ch/. The letter *i* stands for the sound /i/. The letter *p* stands for the sound /p/. Listen as I blend all three sounds together: /chiiip/, *chip*. We made the word *chip*.
- Change the letter *i* in *chip* to *a*. What word did we make? Blend the sounds with me: /ch/ /a/ /p/, /chaaap/, *chap*. We made the word *chap*.
- Let's change the *p* in *chap* to *t*. Let's read the word: *chat*. Continue changing letters to make these words: *batch, latch, hatch, hitch, white, whip, chip*.
- Have children take turns changing **Letter Tiles** to make a new word.
- Write the words you made, saying each sound and the letter or letters that stand for it. Guide children to blend and build: *chin, chip, chop, chap, batch, latch, hatch, hitch, white, whip, chip*.
- For lessons 16–20, use: *use, muse, mute, mule, mole, role, rose, chose, cove, code*.
- For lessons 21–25, use: *strip, stripe, stride, spring, split, splash, scratch, scam*.

Fluency: Letter Naming Tell children that you will hold up **Large Letter Cards**. They should name each letter. Hold up the **Letter Card** for each letter of the alphabet one at a time, in random order.

Fluency: Letter/Sound Correspondence Tell children that you will hold up **Letter Cards**. They should say the sound or sounds that the letters stand for. Hold up the **Letter Card** for each letter of the alphabet one at a time, in random order.

Fluency: Word Automaticity For lessons 11–15, display page 34 of **Reading Triumphs**. Read each word in "Phonics," blending the sounds and then saying the words as you read. Have children blend sounds and say the word after you.

- For lessons 16–20, repeat the above routine using page 48 of **Reading Triumphs**.
- For lessons 21–25, repeat the above routine using page 66 of **Reading Triumphs**.

ELL For more support, see pages T6–T7.

IWB For additional activities, use **Online Phonics Lessons**: Consonant Digraphs *wh, ch, tch, ph*; Long *o*, Long *u*; Three-Letter Consonant Blends.

Words to Know

Materials

- Reading Triumphs pages 34, 35; 48, 49; 66, 67
- Word Cards: *done, he, new, of, our, put, she, under, was, water, work, your*
- Sound-Spelling WorkBoards
- pocket chart

► High-Frequency Words

Objective Reteach high-frequency words *our, your, under, was* (Lessons 11–15); *new, she, work, he* (Lessons 16–20); *put, water, of, done* (Lessons 21–25)

- Display **Word Cards** in the pocket chart.
- **Read, spell, and write** each word and use it in a sentence: *This is the word she. It is spelled s-h-e. She. She can swim in the pond.*
- Have children chorally say each word aloud as you point to it. Point to each letter as children chorally spell the word aloud.
- Point out letters and their sounds that children have learned. *The words was, water, and work begin with the letter w. We know that the letter w can stand for the /w/ sound. The words was, water, and work begin with the /w/ sound.*
- Hold up one **Word Card** at a time. Have children chorally read aloud each word. Have children write each word on their **Sound-Spelling WorkBoards** as they spell it aloud. Guide children to say a sentence using each word.
- Provide sentence starters: *He was _____; Where is your _____?* Have children take turns orally completing the sentences. Write the sentences as children complete them. Have children underline the high-frequency words in the sentences.
- Have partners work together to write sentences using the high-frequency words.

Fluency: Word Automaticity For lessons 11–15, display page 34 of **Reading Triumphs**. Read aloud each word in “Words to Know.” Have children read aloud each word after you.

- For lessons 16–20, repeat the above routine using page 48 of **Reading Triumphs**.
- For lessons 21–25, repeat the above routine using page 66 of **Reading Triumphs**.

Fluency: Connected Text For lessons 11–15, display page 35 of **Reading Triumphs**. Read “Our Mom” aloud. Have children read the passage after you. Guide children to blend the sounds of decodable words and say each high-frequency word.

- For lessons 16–20, repeat the above routine using “A Singing Mule” on page 49 of **Reading Triumphs**.
- For lessons 21–25, repeat the routine using “A Bath for Scruff” on page 67 of **Reading Triumphs**.

► Oral Vocabulary

Objective Develop oral vocabulary

- **Taste Words (Lessons 11–15)** Remind children that *tasty, sweet, sour, and delicious* are words they can use when they talk about the taste of foods they like. They can also use the words *tart* and *spicy* to describe food. *I like foods that are sour, or tart.*
- Have children name different foods that are *sweet, sour, delicious, tart, and spicy*.
- Have partners work together to create sentences using *tasty, sweet, sour, delicious, tart, and spicy*. Have them repeat their sentences aloud.
- **Music Words (Lessons 16–20)** When we talk about music, we use words such as *tune, song, instrument, performance, and musician*. *The musician performed a song. My favorite instrument is the trumpet.*
- Have children think about a show or concert they saw. Ask them to describe the performance using the words *tune, song, instrument, and musician*.
- Have partners work together to orally create sentences using the oral vocabulary words *tune, song, instrument, performance, and musician*.
- **Design Words (Lessons 21–25)** Remind children that words like *stripes, dots, checkers, and squiggles* can be used to describe designs they see. *Mike’s shirt has blue dots and black and white stripes.*
- Have children draw a design using *stripes, dots, checkers, and squiggles*. Ask them to describe their drawings.
- Then have partners work together to create sentences using the oral vocabulary words *stripes, dots, checkers, and squiggles*.

Time to Read

Materials

- Reading Triumphs pp. 42–46, 47; 50–56, 57; 68–72, 73

Online Resources

- **IWB** Interactive White Board Comprehension Lessons
- Graphic Organizers: Main Idea and Details Chart; Conclusions Chart; Compare and Contrast Chart

► Comprehension: Text Evidence

Objective Review comprehension skills

Main Idea and Details (Lessons 11–15) Remind children that nonfiction selections have a main idea. As you read, think about the important details and what they have in common. This will help you figure out what the main idea is.

- Display **Reading Triumphs** page 42. Let's reread "Snakes, Snakes, Snakes!" As we read, we will list details on the Main Idea and Details Chart.
- Read pages 42 and 43: What are some important details about snakes? (Snakes can be big or little. They have scales.) What do these details have in common? (They tell about what snakes look like.)
- Read pages 44 and 45: What detail tells about how snakes move? (Snakes do not have legs but move fast.) What do snakes do when it is hot? (They go under a rock.) Let's add these details to our chart.
- Read page 46: Use text and the photograph to describe how snakes eat. (Snakes swallow their food whole.) Let's add this detail to the chart.
- Review Comprehension Check, page 47. 1. What is the story mainly about? (snakes) Add this information to the chart. 2. How are all the snakes the same? (All snakes have scales, but no legs.)

Draw Conclusions (Lessons 16–20) Explain that sometimes authors do not state everything in a story. As you read, use the clues in the words and illustrations to draw conclusions and figure out the things that are not stated.

- Display **Reading Triumphs** page 50. As we reread "Mole's Home" we will record clues from the story on our Conclusions Chart.

- Read pages 50 and 51: What happens at the beginning of the story? (Mole wakes up because he gets wet.) What does Mole decide to do? (look for a new home)
- Read pages 52–54: Why can't Mole find a new home? (The hole is Rat's home. The den is Fox's home. The cave is Cub's home.)
- Read page 55 and 56: Where does Mole find a new home? (in a big hole) What conclusion can you draw about why Mole's home was wet? (It was raining at the beginning of the story.)
- Review Comprehension Check, page 57. 1. What is funny about the story ending? (Mole's new home is his hole.) 2. Why isn't Mole's home wet at the end? (It stopped raining.)

Compare and Contrast (Lessons 21–25) Remind children that they can compare and contrast information as they read. When you compare things, you think about how they are the same. When you contrast, you think about how things are different.

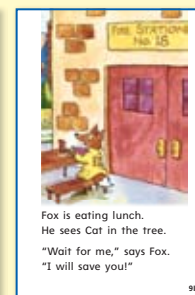
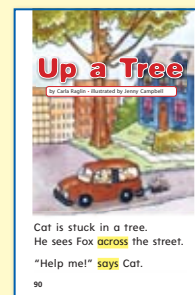
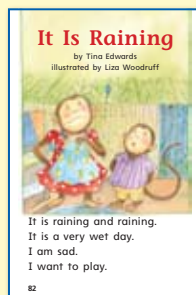
- Display **Reading Triumphs** page 68. Let's reread "Stripes, Stripes, Stripes!" As we read, we will list ideas on the Compare and Contrast Chart.
- Read pages 68–72: What are some things that have stripes? (a flag, a big cat, a fish, Ann's socks) How are the flag and fish alike? (They both have stripes.) How are they different? (The flag is not alive and the fish is.) Let's add this to our chart.
- Review Comprehension Check, page 73. 1. How are the fish and the zebra the same? How are they different? (Both the fish and zebra have stripes and are living things. The fish lives in water. The zebra lives on land.) 2. What stripes in this story are made by people? (the stripes on the flag and on Ann's socks)

ELL For more support, see pages T6–T7.

IWB Online Comprehension Lessons: Main Idea and Details; Draw Conclusions; Compare and Contrast

Self-Selected Reading

Have children select books. Guide them to identify the main idea and important details, draw conclusions, and compare and contrast information in each selection.



pp. 82–87

pp. 90–97

Working with Words

- Phonemic Awareness
- Phonics
- Structural Analysis

Words to Know

- High-Frequency Words
- Oral Vocabulary
- Build Fluency

Time to Read

- Reading Triumphs
- Comprehension
- Write

Language Arts

- Grammar
- Writing

Assessment

- Informal
- Formal

Week 1, Lessons 1–5**Phonemic Awareness**

- Listen for /ā/

Phonics

- Introduce Long /ā/ai, ay
- Review Three-Letter Blends /skr/scr-, /spl/spl-, /spr/spr-, /str/str-, /thr/thr-

Structural Analysis

- Inflectional Endings -ed and -ing

High-Frequency Words

- into, walk, soon, some

Oral Vocabulary

- Sequence Words

Fluency

- Word Automaticity; Connected Text

Read

- "Some Skunk!" and "It Is Raining"

Strategy: Ask Questions**Skill:** Make Predictions**Daily Writing Prompts**

Dictation

Grammar

- Was and Were
- Mechanics: Capitalize Proper Nouns

Writing

- **Organization:** Personal Narrative



Phonemic Awareness, Phonics, High-Frequency Words, and Comprehension

- **Weekly Assessment, Assessment Book pp. 136–139**

Week 2, Lessons 6–10**Phonemic Awareness**

- Listen for /ē/

Phonics

- Introduce Long /ē/e, ea, ee, ie, e_e
- Review Long /ā/ai, ay

Structural Analysis

- Compound Words

High-Frequency Words

- give, across, says, again

Oral Vocabulary

- Caring Words

Fluency

- Word Automaticity; Connected Text

Read

- "A Sweet Gift" and "Up a Tree"

Strategy: Ask Questions**Skill:** Character and Setting**Daily Writing Prompts**

Dictation

Grammar

- Has and Have
- Mechanics: Sentence Punctuation

Writing

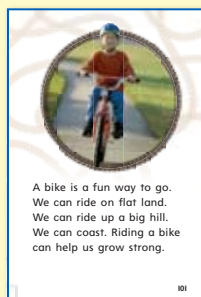
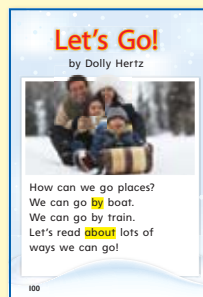
- **Organization:** Personal Narrative



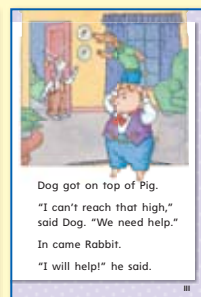
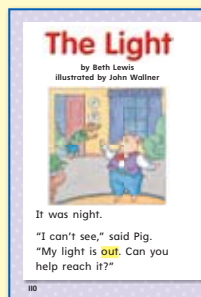
Phonemic Awareness, Phonics, High-Frequency Words, and Comprehension

- **Mid-Unit Assessment, Assessment Book pp. 140–145**

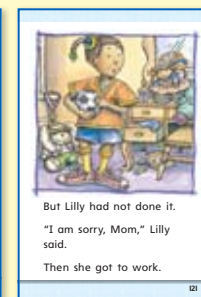
Additional Instruction, Weeks 1–2, pages 236–239



pp. 100–107



pp. 110–117



pp. 120–127

Week 3, Lessons 11–15

Phonemic Awareness

- Listen for /ō/

Phonics

- Introduce Long /ō/o, oa, ow, oe
- Review Long /ē/e, ea, ee, ie, e_e

Structural Analysis

- Syllabication

High-Frequency Words

- *people, about, move, by*

Oral Vocabulary

- Transportation Words

Fluency

- Word Automaticity; Connected Text

Read

- “Go by Boat!” and “Let’s Go!”

Strategy: Ask Questions

Skill: Retell

Daily Writing Prompts

Dictation

Grammar

- *Go and Do*
- Mechanics: Capitalize Proper Nouns

Writing

- **Organization:** Report

Quick Check Phonemic Awareness, Phonics, High-Frequency Words, and Comprehension

- **Weekly Assessment, Assessment Book pp. 146–149**

Week 4, Lessons 16–20

Phonemic Awareness

- Listen for /ī/

Phonics

- Introduce Long /ī/i, y, igh, ie
- Review Long /ō/o, oa, ow, oe

Structural Analysis

- Syllabication

High-Frequency Words

- *every, should, never, out*

Oral Vocabulary

- Cooperation Words

Fluency

- Word Automaticity; Connected Text

Read

- “Keep Trying!” and “The Light”

Strategy: Visualize

Skill: Plot

Daily Writing Prompts

Dictation

Grammar

- *See and Saw*
- Mechanics: Apostrophes in Contractions

Writing

- **Word Choice:** Story

Quick Check Phonemic Awareness, Phonics, High-Frequency Words, and Comprehension

- **Weekly Assessment, Assessment Book pp. 150–153**

Week 5, Lessons 21–25

Phonemic Awareness

- Listen for /ē/

Phonics

- Introduce Long /ē/-y, -ey
- Review Long /ī/i, y, igh, ie

Structural Analysis

- Syllabication

High-Frequency Words

- *saw, other, pull, two*

Oral Vocabulary

- Responsibility Words

Fluency

- Word Automaticity; Connected Text

Read

- “My Buddy” and “Lilly Cleans Up”

Strategy: Visualize

Skill: Retell

Daily Writing Prompts

Dictation

Grammar

- Adverbs That Tell When
- Mechanics: Commas

Writing

- **Word Choice:** Report

Quick Check Phonemic Awareness, Phonics, High-Frequency Words, and Comprehension

- **End-of-Unit Assessment, Assessment Book pp. 154–159**

Additional Instruction, Weeks 3–5, pages 276–279



Reading Triumphs

Materials

- Reading Triumphs pp. 80–81
- Practice Book p. 129
- Sound-Spelling WorkBoards
- Large Letter Cards: *c, l, p, r, s, t*
- Sound-Spelling Card: *Train*
- Word Cards: *done, into, of, put, some, soon, walk, water*

- hand puppet
- markers or counters

Online Resources

- **IWB** Interactive White Board Phonics Lessons

Working with Words

Phonemic Awareness

Objective Blend phonemes

Read aloud the following rhyme. Then reread it and invite children to chime in with you:

Gray clouds and rain are all I see,
I can't wait until you play with me!

I Do Listen as the puppet says words from the rhyme sound by sound. Then listen as the puppet strings together the sounds: /r/ /ā/ /n/, *rain*; /g/ /r/ /ā/, *gray*.

We Do ■ Tell children that *rain* and *gray* have the /ā/ sound.
■ Say the words *rain* and *gray* again. Let's say these words together: *rain*, /rrrāānnn/; *gray*, /grrrāā/. Listen for /ā/.
■ Repeat with *say/play*, *trains/gains*, and *clay/stay*.

You Do ■ Model how to place markers in the sound boxes on the **Sound-Spelling WorkBoard** for each sound in the word *gray*.
■ Ask children to orally blend the phonemes as you point to each marker.
■ Repeat with other long *a* words, such as *rain*, *play*, and *say*.

See **Practice Book** page 129.

CORRECTIVE FEEDBACK

Model how to blend the word *wait* using onset and rime: /w/ /āt/. Let's say the word *wait* this way: /w/ /āt/, *wait*. Now let's blend all the sounds in *wait*: /wwwāāt/, *wait*. Repeat with *gray*, *rain*, and *play*.

Quick Check

Can children blend phonemes? If not, use Additional Instruction on pp. 236–239.

Phonics

Objective Blend words with /ā/ai, ay

Review Show the following **Large Letter Card** sets as children say the sounds: *scr*, *spl*, *spr*, *str*. Mix the three-letter blends and repeat.

I Do ■ Display the *Train* **Sound-Spelling Card**.
■ When *a* and *i* come together in a word, they can stand for /ā/. This is the sound in the middle of *train*. When *a* and *y* come together in a word, they can also stand for /ā/. This is the sound at the end of *say*. Listen: /t/ /r/ /ā/ /n/, *train*; /s/ /ā/, *say*.
■ Repeat with the words *wait*, *gray*, and *play*.

We Do ■ Write the words *main* and *may* on the board. Circle the *a* and *i* in *main* and the *a* and *y* in *may*. These letters can stand for /ā/. Say it with me: /ā/.
■ I hear /ā/ in the middle of *main*. Let's blend all the sounds in this word: /mmmāānnn/, *main*. Now listen as I point to the letters in *may*. I hear /ā/ at the end of *may*. Try it with me: /mmmāā/.
■ Repeat with *sail*, *pay*, and *tray*.

You Do Model blending these words sound by sound, and have children repeat.

stay nail lay fail way gain

IWB Online Phonics Lessons: Long *a* (ay, ai)

CORRECTIVE FEEDBACK

Write the words *gain* and *pay* on the board. Have children circle the *ai* and the *ay*. Let's blend all the sounds together: /gāānnn/, *gain*; /pāā/, *pay*. Repeat with *wail*, *way* and *stain*, *stay*.

Quick Check

Can children blend words with /ā/ai, ay? If not, use the Additional Instruction on pp. 236–239.

Words to Know

► Review High-Frequency Words

Objective Read and use previously introduced high-frequency words

- Review high-frequency words introduced in Unit 3, Week 5. *Let's review words we learned before.*
- Hold up **Word Cards** *put, water, of, and done* one at a time. Have children read each word.
- Have children use each word in a sentence.

► High-Frequency Words: *into, walk, soon, some*

Objective Read high-frequency words

- Display **Word Cards** *into, walk, soon, and some*.
- Have children **read, spell, and write** *into*. Point to and say the word *into*. *This is the word into. It is spelled i-n-t-o. I go into the school.*
- Follow the same steps to introduce *walk, soon, and some*.
- Have children make up sentences using the words. Provide sentence starters such as *I walk to the _____ or Soon it will be time for _____*. Write the completed sentences on the board.

CORRECTIVE FEEDBACK

Point to, say, and spell *walk*. *This word is walk. Point to the word and say it with me: walk. It is spelled w-a-l-k. Spell it with me. What word did you spell?*

Quick Check

Can children read *into, walk, soon, and some*? If not, use the Additional Instruction on pp. 236–239.

► Oral Vocabulary: Sequence Words

Objective Develop oral vocabulary

- **Define** Talk about the words *soon, next, and then* as words that tell when things happen. Introduce another word we use to describe when things happen, such as *immediately*.
- **Example** Use each word in a sentence. *Soon we will read a new story.*
- **Ask** Guide children to describe three events using the words *soon, next, and then* to explain the sequence.

► Build Fluency: Word Automaticity

Objective Improve word accuracy

Display **Reading Triumphs** page 80. Read each word in “Working with Words,” blending the sounds or saying the words as you read. Have children blend or say each word after you.

Time to Read

► Read “Some Skunk!”

Objective Read words in connected text

- Have children read aloud “Words to Know.”
- **Choral Reading** Read the story together.
- **Independent Reading** Have children whisper-read the story independently. Listen while children read, offering guidance as necessary.
- **Partner Reading** Finally, ask children to partner-read “Some Skunk!”

► Write

Objective Write letters, words, and sentences

- Use the **Sound-Spelling WorkBoards**. Say the sounds: /ā/, /e/, /u/, /nk/, /sk/, /sm/, /l/, /nt/, /t/, /st/. Have children write the letters and words: *skunk, tent, smell, stay, tail*.
- Have children write about the skunk in “Some Skunk!”

ELL Write each word, blending the sounds to form the word. Then share the pen with children, having them write the letters that they know. For more support, see pages T6 and T7.

See Grammar and Writing lessons on pages 222–223.



Reading Triumphs

Materials

- Reading Triumphs pp. 80; 82–87
- Practice Book p. 130
- Sound-Spelling WorkBoards
- Large Letter Cards: *a, c, d, e, g, i, l, n, o, p, r, s, t, u, y*
- Letter Tiles
- Word Cards: *into, some, soon, walk*

- hand puppet
- markers or counters

Online Resources

- **IWB** Interactive White Board Comprehension Lessons
- Graphic Organizer: Predictions Chart

Working with Words

Phonemic Awareness

Objective Identify phonemes in isolation

Read aloud the following rhyme. Then reread it and invite children to chime in with you:

Gray clouds and rain are all I see,
I can't wait until you play with me!

I Do Listen as the puppet says each word slowly. All the words have the long *a* sound: /ā/.

play gray say rain train

We Do ■ Ask children to say each word after you, stretching the sounds: *play, gray, say, rain, train*.

■ Listen as I say the sounds in each word:
/p l l l ā ā ā/, *play*; /g r r r ā ā ā/, *gray*; /s s s ā ā ā/, *say*;
/r r r ā ā ā n n n/, *rain*; /t r r r ā ā ā n n n/, *train*.

■ What sound do you hear in each word? Let's say it: /ā/. This is the long *a* sound.

You Do ■ Tell children that you will say three words. Ask children to listen for words with the /ā/ sound. Say: *mail, may, man*. Which words have the /ā/ sound?

■ Repeat with *send, stay, sail* and *gray, gift, gain*.

CORRECTIVE FEEDBACK

Using the sound boxes on the **Sound-Spelling WorkBoards**, model isolating the sounds in *paid*. Stretch the sounds as you drag one marker onto each box. Continue with *tail, paint, day*, and *spray*.

Quick Check

Do children recognize /ā/? If not, use the Additional Instruction on pp. 236–239.

Phonics

Objective Blend words with /ā/ai, ay

Review Show the following **Large Letter Card** sets as children identify each spelling and say each sound for that spelling: *o_e, u_e, scr, spl, spr, str*. Mix the cards and have children identify each letter.

I Do ■ Use **Letter Cards** or **Letter Tiles** *r, a, i, n*.

■ Model blending.

■ The letter *r* stands for the sound /r/. The letters *a, i* stand for the sound /ā/. The letter *n* stands for the sound /n/. Listen as I blend all three sounds together: /rrrāāānnn/, *rain*.

■ Repeat with *tail, say*, and *gray*.

We Do ■ Blend *rain*: /rrrāāānnn/. Blend it with me.

■ Let's change the *n* in *rain* to *l*. What word did we make? Let's blend the sounds together.

■ Repeat to build and blend *trail, pail, pay*, and *tray*.

You Do ■ Guide children to change the *t* in *tray* to *g*. What word did you make? What sound changed to make the word *gray*?

■ Continue to have children build and blend words. Change letters to make each of these words:
stay stain grain pain paid pay

See **Practice Book** page 130.

ELL Make the /ā/ sound and point out correct mouth position. Have children repeat. Then, as children practice words in the lesson with /ā/ai, ay, review the meanings of words that can be demonstrated in a concrete way. For example, point to a picture of a train. Provide sentence frames such as *A quick way to get there is by ____* for children to complete. For more support, see pages T6–T7.

See More Word Work lessons on page 222.

Words to Know

► High-Frequency Words: *into, walk, soon, some*

Objective Read high-frequency words

- Hold up the **Word Cards** one at a time: *into, walk, soon, some*. Have children **read, spell, and write** each word.
- Have children call out each word as you point to the cards. Repeat in random order at varying speeds.

CORRECTIVE FEEDBACK

Point to, say, and spell *soon*. *This word is soon. Point to the word and say it with me: soon. It is spelled s-o-o-n. Spell it with me. What word did you spell?*

Quick Check

Can children read *into, walk, soon, and some*? If not, use the **Additional Instruction** on pp. 236–239.

► Oral Vocabulary: Sequence Words

Objective Develop oral vocabulary

- Tell children that they will be talking about sequence words immediately.
- **Define** Explain to children that *immediately* means “right away.”
- **Example** Use *immediately* in a sentence: *Come to the table immediately.*
- **Ask** *What have you been asked to do immediately? What do you do immediately after school?*

► Build Fluency: Word Automaticity

Objective Improve word accuracy

Display **Reading Triumphs** page 80. Read each word in “Working with Words,” blending the sounds or saying the words as you read. Have children blend or say each word after you. Then say the words in random order. Have children point to each word you say.

Time to Read

► Read “It Is Raining”

Objective Ask questions: Make predictions

Before Reading Preview the story by reading aloud the title. *What do you do when it rains?*

- Help children set a purpose for reading: *What might the characters do in the rain? Let's find out.*
- Have children read aloud “Words to Know.”

During Reading Read the story together. Use a Predictions Chart to record children’s ideas. Guide children in a choral reading, pausing to check comprehension. After page 83, ask: *Where is the water coming from?* After page 85: *What does the little monkey want to do?* After page 86: *What are the monkeys doing now?*

After Reading Explain that as they read, children can use the clues in the words and the illustrations to make predictions about what will happen next. Then they can read to see if their predictions were correct. Display **Reading Triumphs** page 84. *I read that the monkeys are mopping the water and that the little one wants to play. I see that there is lots of water in their house. I can make the prediction that they will find a way to play with the water.* Display **Reading Triumphs** page 86. *When I read the end of the story, I see that my prediction was correct.*

IWB **Online Comprehension Lessons:** Make and Confirm Predictions

► Comprehension Check: **Text Evidence**

Display **Reading Triumphs** page 87. Guide children to retell the story. Have them use the evidence in the text and the illustrations to answer the **Think About It** questions.

► Write

Objective Write letters, words, and sentences

- Use the **Sound-Spelling WorkBoards**. Say the sounds: /ā/, /r/, /m/, /p/, /pl/, /o/, /n/. Have children write the letters and the spellings *ai* and *ay*. Have children write each word: *play, rain, mop*.
- Have children write sentences about what the monkeys do in “It Is Raining.”

See Grammar and Writing lessons on pages 222–223.



Reading Triumphs

Materials

- Reading Triumphs pp. 80; 82–86
- Practice Book pp. 131–132
- Large Letter Cards: *a, c, h, i, t, w, y*
- Photo Cards: *gray, hay, nail, paint*
- Sound-Spelling WorkBoards
- Word Cards: *into, some, soon, walk*
- Comprehension Cards

- hand puppet
- pocket chart

Online Resources

- **IWB** **Interactive White Board**
Comprehension Lessons
- Graphic Organizer: Predictions Chart

Working with Words

Phonemic Awareness

Objective Segment phonemes

Read aloud the following rhyme. Then reread it and invite children to chime in with you:

Gail brought the poles and I brought the bait.
We sat by the bay in the rain to wait.
We saw a stray dog, some quail, and a snail,
But we caught no fish to put in our pail!

- I Do**
- Listen as the puppet says each sound in a word: *wait*, /w/ /ā/ /t/; *pail*, /p/ /ā/ /l/; *bay*, /b/ /ā/; *stay*, /s/ /t/ /ā/.
 - Point out the /ā/ sound in each word.

- You Do**
- Segment the words *stay* and *bay*. Then have children segment them with you.
 - What sound do you hear at the end of *stay* and *bay*? Let's say the sounds in *play*: /p/ /l/ /ā/. Is the /ā/ sound in the middle or at the end of *play*?
 - Repeat with *stay*, *pail*, and *wait*.

- You Do**
- Listen as I say some words. Ask children to say and segment the words that have the /ā/ sound. Say: *ball, bait, rain, stray*. Does the long *a* sound come in the middle or at the end of the word?
 - Repeat with: *quail, quiet, pay, pan*; and *trim, train, gray, way*.

CORRECTIVE FEEDBACK

Listen as I say this word: *pail*. Now listen as I say each sound in *pail*: /p/ /ā/ /l/. What sound do you hear in the middle of *pail*? Let's say this sound together: /ā/. Repeat with *way, tray, and snail*.

Quick Check

Can children segment phonemes? If not, use Additional Instruction, pp. 236–239.

Phonics

Objective Blend words with /ā/ai, ay

Review Show these **Large Letter Cards** as children say the sounds: *ch, tch, wh*. Mix the cards and repeat.

- I Do**
- Display **Letter Cards** *a, i*, and *y*.
 - Hold up *a* and *i*. The letters *a* and *i* together can stand for /ā/. Hold up *a* and *y*. The letters *a* and *y* together can also stand for /ā/. This is the sound in *plain* and in *play*: /plllāānnn/, *plain*; /plllāā/, *play*.
 - Write the words *plain* and *play* on the board. Draw a line under the *a-i* and *a-y* as you say the sound /ā/.
 - Repeat with *wait/way, sail/say, and rain/ray*.

- We Do**
- Display **Photo Cards** *nail, paint, hay, and gray*.
 - Let's name each picture: *nail, paint, hay, gray*. Which picture names have the /ā/ sound in the middle? Which ones have /ā/ at the end?
 - Write *nail* on the board. Circle *a-i*. Let's blend this word together: /nnnāālll/, *nail*. What sound do you hear in the middle of *nail*? What two letters stand for that sound?
 - Repeat with *paint, hay, and gray*.

- You Do**
- Have children write *ai* or *ay* on their **Sound-Spelling WorkBoards** when you say a word with long *a*. Say these words: *pain, pan, ray, ram, wait, mail, mat, grain, stray, chat, chain*. Explain that the *ay* spelling is almost always at the end of a word.

Structural Analysis

Objective Read words with inflectional endings -ed, -ing

- Write *played/playing* on the board. Circle *ed*. *Played* means "played in the past." Circle *ing*. *Playing* means "playing now, or in the present."
- Write *sail* on the board. How can you show that someone sailed yesterday? What ending do you

add to *sail*? Guide children to form and define *sailed*. Repeat for *sailing*, showing action now.

- Review with *waited/waiting* and *walked/walking*.

Words to Know

► High-Frequency Words: *into, walk, soon, some*

Objective Read high-frequency words

- Display the **Word Cards** *into, walk, soon, and some* in the pocket chart.
- Say the word *into*. Have children point to and spell the word aloud.
- Repeat to review *walk, soon, and some*.

See **Practice Book** page 131.

► Oral Vocabulary: Sequence Words

Objective Develop oral vocabulary

- **Discuss** Remind children that *soon, then, next, and immediately* tell when something happens.
Close your books immediately, then put them away.
- **Connect** Ask children to make up sentences using the words *soon, then, next, and immediately*.

► Build Fluency: Word Automaticity

Objective Improve word accuracy

- Display **Reading Triumphs** page 80. Read each word in “Working with Words,” blending the sounds or saying the words as you read. Have children blend or say each word after you.
- **Reread** Have children **reread** the previous story from **Reading Triumphs**. Circulate and listen in.

Time to Read

► Read “It Is Raining”

Objective Ask questions: Make predictions

- **I Do** ■ Remind children that they can better understand what they read by making guesses, or predictions, about what will happen next. Then they can check to see if their predictions were correct.
- *As I read, I use the clues in the text and the illustrations to guess, or predict, what will happen next. Then I read ahead to see if I was correct.*

- **We Do** ■ Let’s reread page 85 in “It Is Raining.” The little monkey wants to know when he and his mother can play. The mother looks like she might have a surprise. What predictions can we make using the words and the illustration? We can predict that the mother might start playing in the rain.
- Let’s read page 86. Our prediction was correct. The monkeys are playing in the water!

- **You Do** ■ Have partners reread “It Is Raining” together.
- Tell partners to make predictions about what might happen next as they reread the story. Guide children to record their predictions on the Predictions Chart. Prompt them to use the text and illustrations to confirm their predictions.

See **Practice Book** page 132.

- **ELL** Provide sentence starters to help children make predictions: *I predict that ____*. For more support, see pages T6 and T7.

IWB **Online Comprehension Lessons:** Make and Confirm Predictions

CORRECTIVE FEEDBACK

If children cannot make predictions, use **Comprehension Cards: Make Predictions**.

Quick Check

Can children make predictions? If not, use the Additional Instruction on pp. 236–239.

► Write

Objective Write letters, words, and sentences

- Use the **Sound-Spelling WorkBoards**. Say the sounds: /ā/, /o/, /u/, /p/, /r/, /n/, /p/, /h/. Have children write the letters and words: *hop, run, play*.
- Have children write about how the monkeys play.

See Grammar and Writing lessons on pages 222–223.



Reading Triumphs

Materials

- Reading Triumphs pp. 80; 82–86
- Sound-Spelling WorkBoards
- Large Letter Cards: *a, c, d, g, i, k, l, m, n, p, r, s, t, w, y*
- Letter Tiles
- Word Cards: *into, some, soon, walk*
- hand puppet

Working with Words

► Phonemic Awareness

Objective Identify phonemes in isolation

Read aloud the following rhyme. Then reread it and invite children to chime in with you:

Gail brought the poles and I brought the bait.
We sat by the bay in the rain to wait.
We saw a stray dog, some quail, and a snail,
But we caught no fish to put in our pail!

- I Do**
- Use the puppet to model how to isolate sounds.
 - Listen as the puppet slowly says *Gail, bait, stray, snail, and pail*. Listen to the /ā/ sound in each word.
- We Do**
- Ask children to say each word slowly after you: *Gail, bait, stray, snail, pail*.
 - What sound do you hear in the word *Gail*? Do you hear the /ā/ sound?
 - Repeat this procedure for *bait, stray, snail, and pail*.
- You Do**
- Tell children that you will say three words. Ask children to listen for the words with the /ā/ sound. Say these words: *rain, ran, ray*.
 - Which words have the /ā/ sound?
 - Repeat with *hay, hat, hail*; and *wait, way, wet*.

ELL Make the /ā/ sound and point out correct mouth position. Have children repeat. Do the same for the /a/ sound. Then have children practice saying minimal contrast word pairs, such as *main/man, paint/pant, bait/bat, plain/plan, maid/mad, and pail/pal*. For more support, see pages T6–T7.

► Phonics

Objective Blend words with /ā/ai, ay

Review Show each of the following pairs of **Letter Cards** as children say the sounds: *sk, sl, sn, sp, sw*. Mix the card pairs and repeat.

- I Do**
- Use **Large Letter Cards** or **Letter Tiles** *p, a, i, n*. Model blending the phonemes.
 - The letter *p* stands for /p/. The letters *a* and *i* together stand for /ā/. The letter *n* stands for /n/. Listen as I blend all the sounds together: /pāāānn/, *pain*. Say it with me.
 - Repeat with *main* and *rain*.
- We Do**
- Let's change the *n* in *rain* to *l*. What word did we make? Let's blend the sounds: /rrrāāālll/, *rail*.
 - Now let's add *t* to the beginning of the word. What word did we make? Let's blend the sounds: /trrrāāālll/, *trail*.
- You Do**
- Guide children to change the *l* in *trail* to *n*. What word did you make? Blend the sounds.
 - Now change the *t* in *train* to *g*. What word did you make? Blend the sounds in this word.
 - Change the *ain* to *ay*. Have children continue to change letters to build *tray, sway, clay, and spray*.

See the More Word Work lessons on page 222.

CORRECTIVE FEEDBACK

Give four children **Letter Cards** *p, l, a, y*. Model blending *play*. Have the child with **Letter Card** *p* say /p/ and write *p*. Have other children say /p/. Repeat for *l*, blending /plll/, and then for *a* and *y* together, blending /plllāāā/. Continue with *stay, sail, and paid*.

Quick Check

Can children blend words with /ā/ai, ay? If not, use the Additional Instruction on pp. 236–239.

Words to Know

► High-Frequency Words: *into, walk, soon, some*

Objective Read high-frequency words

- Place **Word Cards** *into, walk, soon, and some* facedown.
- Tell children that you will turn over the **Word Cards** one at a time for them to read.
- Turn the cards over one at a time and have children chorally call out each word.
- Mix and repeat.

CORRECTIVE FEEDBACK

Point to, say, and spell *some*. *This word is some. Point to the word and say it with me: some. It is spelled s-o-m-e. Spell it with me. What word did you spell?*

Quick Check

Can children read *into, walk, soon, and some*? If not, use the Additional Instruction on pp. 236–239.

► Oral Vocabulary: Sequence Words

Objective Develop oral vocabulary

- **Confirm** Talk with children about words that we use to describe sequence. Remind them that *soon, then, next, and immediately* are words that can tell when something happens.
- **Discuss** Talk about other words that tell when something happens, such as *presently* and *afterward*.
- **Connect** Invite children to use these words in sentences.

For Additional Instruction, see pages 236–239.

► Build Fluency: Word Automaticity

Objective Improve word accuracy

- Display **Reading Triumphs** page 80. Read each word in “Working with Words,” blending the sounds or saying the words as you read. Have children blend or say each word after you. Reread each row, asking children to echo-read.
- **Reread** Have children **reread** the previous story from **Reading Triumphs**. Circulate and listen in.

Time to Read

► Read “It Is Raining”

Objective Ask questions: Make predictions

I Do

- **Before Reading** Tell children that as they reread “It Is Raining” they can ask themselves questions about what is happening and what might happen next. *Asking ourselves questions about what might happen next as we read can help us to make predictions.*

We Do

- **During Reading** Read the story together. Model asking questions about what is happening and what might happen next. On page 83, say: *I wonder how the little monkey feels about the fact that it is raining. We can ask ourselves how she might feel and what she might like to be doing.*

You Do

- **After Reading** Have pairs of children take turns rereading “It Is Raining” together. Prompt partners to ask themselves questions about what is happening and what might happen next. Guide children to talk about the questions they asked and the predictions they made while reading “It Is Raining.”

► Build Fluency: Connected Text

Objective Model fluency

Echo-Read Read “It Is Raining” one page at a time and ask children to read each page after you. Have them read with the same expression that you use. Have them note the exclamation points and read those sentences with more emphasis.

► Write

Objective Write letters, words, and a description

- Use the **Sound-Spelling WorkBoards**. Say the sounds: /ā/, /r/, /m/, /p/, /pl/, /n/, /o/. Have children write the letters and the spellings *ai* and *ay*. Have children write each word: *play, rain, mop*.
- Ask children to write a short description of “It Is Raining.”

See the Writing lessons on page 223.



Reading Triumphs

Materials

- Reading Triumphs pp. 82–86
- Take-Home Book; Practice Book pp. 133–134
- Listening Library
- Assessment Book
- Photo Cards: *gray, hay, mule, nail, paint, quail, rock, rose, train*

- Large Letter Cards or Letter Tiles: *a, d, g, h, i, l, m, n, p, q, r, s, t, u, w, y*
- Comprehension Cards

Online Resources

- Bibliography

Working with Words

► Phonemic Awareness

Objective Review phonemes

- I Do**
- Listen as I say a word in parts: /s/ /t/ /ā/. I can blend these sounds: /sstāāā/. Say it with me: *stay*.
 - The sound at the end of *stay* is /ā/.
 - Now listen as I say another word in parts: /p/ /l/ /ā/ /n/. I can blend these sounds: /plllāāānn/. Say it with me: *plain*.
 - The sound in the middle of *plain* is /ā/.
 - Repeat this procedure with *tray* and *braid*.

- We Do**
- Invite children to stand up and in a line, side by side. Place **Photo Cards** *gray, hay, nail, and paint* about ten feet ahead of children.
 - Have children segment and blend the word *gray* with you again: /g/ /r/ /ā/, /grrrāāā/, *gray*. Then have them take one step each toward the pictures with names that have /ā/.
 - Repeat with *hay, nail, and paint*.

- You Do**
- Tell children that you will say some words. Whenever you say a word with the /ā/ sound, children should each take one step toward the pictures with the names that have the same /ā/ sound.
 - Say these words: *pain, cope, pay, strain, cat, paid, rat, raid, train, ram, mail, pal, pail, sway*.
 - Continue the activity until at least one child reaches the **Photo Cards**.

► Phonics

Objective Review blending words with /ā/ai, ay

- I Do**
- Use **Large Letter Cards** or **Letter Tiles** *w, a, y*.
 - Listen as I blend these letters: /wwwāāā/, *way*.
 - Repeat with the initial letters *d, p, and s*. Build and blend the words *day, pay, and say*.

- We Do**
- Display **Photo Card** *hay*.
 - Change the letters to build *hay*.
 - Let's blend the sounds together: /hhhāāā/, *hay*.
 - Now display **Photo Card** *nail*.
 - Change the letters to build *nail*.
 - Let's blend the sounds together: /nnnāāālll/, *nail*.
 - Repeat to build and blend *rail, rain, and main*.

- You Do**
- Mix the following **Photo Cards** and place them facedown on the floor: *gray, hay, mule, nail, paint, quail, rock, rose, train*.
 - Have children take turns turning over a card and saying the picture name. As a group, have children decide if the word has the /ā/ sound.
 - If so, guide children to use **Letter Cards** or **Letter Tiles** to spell the picture name.
 - Help children to blend the word.
 - Repeat the routine, having children return the cards facedown on the floor after each turn.

Words to Know

► High-Frequency Words: *into, walk, soon, some*

Objective Review high-frequency words

- Say each high-frequency word, one at a time: *into, walk, soon, and some*.
- Have children spell and write each word.
- Have children write a sentence using at least one of the high-frequency words.
- Have partners share their sentences and then read each other's sentences aloud.

ELL Model using each word in a sentence. For more support, see pages T6 and T7.

Time to Read

► Read Take-Home Book

Objective Review ask questions: Make predictions

- Reread and review "It Is Raining" using the **Listening Library** audio selection. Then read the **Take-Home Book** story together with children.
- Have children whisper-read the **Take-Home Book** story independently. Listen while children read, offering guidance as necessary.
- Prompt children to ask themselves questions about the story and to see what predictions they can make as they read.

See **Practice Book** pages 133–134.

► After Reading

- Invite pairs of children to respond to "It Is Raining" and the **Take-Home Book** story by acting out the stories.
- Ask children to discuss the predictions they made as they reread "It Is Raining" and the **Take-Home Book** story.

CORRECTIVE FEEDBACK

If children cannot make predictions, use

Comprehension Cards: Make Predictions.

Quick Check

Can children make predictions? If not, use the Additional Instruction on pp. 236–239.

► Build Fluency: Connected Text

Objective Increase reading speed

- Review the **Take-Home Book** story and talk about the punctuation marks in the text. Then have pairs of children take turns reading aloud the story.
- Guide children to read aloud the story with appropriate expression, pausing and stopping where the punctuation marks dictate.

► Writing

Objective Write and share simple sentences

- Have children write sentences about the predictions they made as they read the **Take-Home Book** story.
- Encourage children to use the high-frequency words and words with /ā/ spelled *ai* or *ay*.
- Invite children to read their sentences to partners.

See the Writing lessons on page 223.

Invite children to read the **Take-Home Book** story to their family and friends.

► Self-Selected Reading

Objective Read independently

Have children select books to read on their own. See the Online Bibliography for suggested titles.

Weekly Assessment

Have children complete the Weekly Assessment on **Assessment Book** pages 136–139.

Fluency Use the passage on **Assessment Book** pages 42–43.

Lesson 1

Grammar
Was and Were

Writing
Shared Writing

Lesson 2

More Word Work
Inflectional Endings

Grammar
Was and Were

Writing
Interactive Writing

Lesson 3

Grammar
Mechanics

Writing
Trait: Organization

Independent Writing:
Focus and Plan,
Prewrite and Draft

Lesson 4

More Word Work
Word Sort: Long *a* (*ai*,
ay)

Writing
Independent Writing:
Revise and Edit

Lesson 5

Writing
Independent Writing:
Publish and Present

More Word Work

Materials

- large index cards with *drain, gray, may, paid, plain, sprain, stay, wait* and **spelling words** *day, play, rain, spray*
- pocket chart

► Inflectional Endings -ed, -ing

Objective Blend words with -ed and -ing

- Write and read aloud *rained* and *raining*. The *-ed* at the end of *rain* means it happened before. The *-ing* at the end of *rain* means it is happening now.
- Point to the letters as you say the sounds and read each word. Listen as I say the sounds in each word: /r/ /ā/ /n/ /d/, /rrrāāānnnd/; /r/ /ā/ /n/ /i/ /ng/, /rrrāāānnniinnng/. Repeat with the words: *play, playing; spray, spraying*.
- When you come to a word with an ending and you don't know what it means, you can use what you already know to figure out the meaning.
- Write and read aloud this sentence: *We are waiting for a friend*. Underline the base word *wait* in *waiting*. I know that *wait* means "to stay some place until someone comes." The ending *-ing* tells me that the action is happening now.

► Word Sort with Long *a* (*ai, ay*)

Objective Sort words in word families

- Place the cards for *paid* and *day* in two columns in the pocket chart. Point to the letters as you say the sounds and read each word.
- Hold up the card for *rain*. Point to the letters as you pronounce the word: Listen as I pronounce the word: /r/ /ā/ /n/, /rrrāāānnn/. Model placing the card for *rain* under *paid*.
- Repeat for other cards, having children sort them. Then have children chorally read all the words.

Grammar

► Was and Were

Objective Understand past-tense verbs

- Remind children that a *past-tense verb* tells about things that happened in the past.
- Write and read aloud this sentence: *Dave was in the park*. Underline *was*. *Was* is a verb that tells about something that happened in the past. It is used to tell about one person, place, or thing. Who is the person in this sentence?
- Write and read aloud this sentence: *Dave and May were in the park*. *Were* is also a verb that tells about something that happened in the past. It is used to tell about more than one person, place, or thing. Who are the people in the sentence?
- Write and read aloud: *The train ____ late. The trains ____ late*. Ask children if *was* or *were* should be used in each sentence. Have children chorally read the sentences.
- Write and read aloud: *The friends ____ playing at home. The friend ____ playing at home*. Ask children if *was* or *were* should be used in each sentence. Have children chorally read the sentences.

► Mechanics: Capitalize Proper Nouns

- Remind children that proper nouns are the names of people, special places, and things.
- Point out that all proper nouns begin with a capital letter.
- Write and read: *Ray met Miss May today at Gray's Toys*. Circle the proper nouns. Ask children to tell if the proper noun is a person, place, or thing.
- Write and read: *May came from elm street. Her friend Jay lives there*. Have children identify the words that are proper nouns. Then ask them to tell if any of the proper nouns need capital letters.

Writing

Personal Narrative

Objective Compose personal-narrative sentences

► Shared Writing

- Discuss the kinds of things that the characters in the story “It Is Raining” did on a rainy day.
- Tell children that they will write sentences to tell about things they have done on rainy days.
- Review that when you write about yourself, you use the words *I*, *my*, and *me*. Explain that personal-narrative sentences tell what you have done or how you feel.
- Have children describe things that they have done on rainy days and how they felt. Record children’s responses on the board.
- Use children’s responses to write personal-narrative sentences: *I played with my sister. We were happy.* Record children’s responses on the board.
- Remind children to use the past-tense verb *was* to tell about one person and *were* to tell about more than one person.

► Interactive Writing

- Have children look at the pictures in the story and think about the things they have done on a rainy day. Record children’s responses on the board.
- Pick one thing to write about, such as *I played my drum. My sister played the drum. We made music.*
- Model personal-narrative sentences by writing one of the suggestions: *We banged on the drum. I sang a song.*
- Work with children to use the class list to create a personal-narrative sentence about another thing they did on a rainy day.
- Once a sentence is generated, repeat it several times for children. Have children share the pen to help write words or add a punctuation mark. Repeat with more sentences.
- Point out any proper nouns children have used.

► Writing Trait: Organization

- Explain to children that good writers put their ideas in an order that makes sense. They write things in the order in which they happened.
- Good writers use verbs correctly. When they write about the past, they use verbs that tell about the past, such as *was* and *were*.
- Write and read aloud these sentences:
 1. I got off the bus.
 2. My friends were on the bus.
 3. I was waiting for a bus.
- Ask children to reorder the sentences so that the sequence makes sense.

► Independent Writing

Focus and Plan

- Ask children to think about things they have done on a rainy day. Have them describe details of their rainy day activities.

Prewrite and Draft

- Tell children to list their activities in an order that makes sense.
- Have children draft personal-narrative sentences using the words *I*, *my*, or *me*.
- Remind children to tell how they felt about their activity.

Revise and Edit

- Ask children to check the sentences they wrote about activities they have done on rainy days. Have them decide if the sentences are clear and in an order that makes sense.
- Have children work with a partner and read each other’s sentences. *Do you understand the activity your partner wrote about?*
- Have children check that the sentences have the correct past-tense verbs.

ELL Have children draw a picture of something that they have done on a rainy day. Then guide them to fill in these sentences: *I _____ when it rained. I felt _____.*

Publish and Present

- Have partners take turns reading their personal narrative sentences to the class.
- Create a class Rainy Day book.



Reading Triumphs

Materials

- Reading Triumphs pp. 88–89
- Practice Book p. 135
- Sound-Spelling WorkBoards
- Large Letter Cards: *a, i, y*
- Sound-Spelling Card: *Tree*
- Word Cards: *across, again, give, into, says, some, soon, walk*

- hand puppet
- markers or counters
- pocket chart

Online Resources

- **IWB** Interactive White Board Phonics Lessons

Working with Words

Phonemic Awareness

Objective Blend phonemes

Read aloud the following rhyme. Then reread it and invite children to chime in with you:

“A peach,” she said, “is oh so sweet,
In fact, it’s really good to eat!”

I Do Listen as the puppet says words from the rhyme sound by sound, then strings them together:

/p/ /ē/ /ch/, /pēēēch/, *peach*; /sh/ /ē/, /shēēē/, *she*;
/sw/ /ē/ /t/, /swwwēēēt/, *sweet*.

We Do ■ Tell children that the words *peach*, *she*, and *sweet* have the /ē/ sound.

■ Say *peach*, *she*, and *sweet* aloud again. Let’s blend these words: *peach*, /pēēēch/; *she*, /shēēē/; *sweet*, /swwwēēēt/. Listen for /ē/.

■ Repeat with *he/be*, *seed/need*, and *seat/meat*.

You Do ■ Model how to place markers in the sound boxes on the **Sound-Spelling WorkBoard** for each sound in the word *peach*. Ask children to orally blend the phonemes as you point to each marker.

■ Repeat with *free, be, mean*, and *neat*.

See **Practice Book** page 135.

CORRECTIVE FEEDBACK

Model how to blend the word *peach* using onset and rime. Let’s say the word *peach* in this way: /p/ /ēch/, *peach*. Now let’s blend *peach*: /pēēēch/, *peach*. Continue with *teeth*, *meal*, and *we*.

Quick Check

Can children blend phonemes? If not, use Additional Instruction on pp. 236–239.

Phonics

Objective Blend words with /ē/e, ea, ee

Review Show each of the following **Large Letter Card** pairs as children say each sound: *ai, ay*. Mix the cards and repeat.

I Do ■ Display the *Tree* **Sound-Spelling Card**.

■ The letters *e, ea, and ee* can stand for the long *e* sound, /ē/. This is the sound in the words *we, each, and tree*. Listen as I blend the word *tree*: /t/ /r/ /ē/, /trrrēēē/, *tree*.

■ Repeat with the words *we* and *each*.

We Do ■ Write the word *peach* on the board. Have children chorally say /ē/ as you draw a line under the *ea*.

■ Listen as I point to the letters and blend the sounds in the word *peach*: /pēēēch/. I hear the sound /ē/ in the middle of *peach*. Let’s blend all the sounds in this word together: /pēēēch/, *peach*.

■ Repeat with *see, me*, and *tea*.

You Do ■ Write the words below on the board.

■ Model blending the words sound by sound. Then have children repeat.

each	teach	see	free
he	we	me	she

IWB Online Phonics Lessons: Long e

CORRECTIVE FEEDBACK

Write *peach* on the board. Have children draw a line under the *ea*. This is the /ē/ sound in the middle of *peach*: /p/ /ē/ /ch/, *peach*. Let’s blend *peach*: /pēēēch/, *peach*. Repeat with *me, free*, and *dream*.

Quick Check

Can children blend words with /ē/e, *ea*, *ee*? If not, use the Additional Instruction on pp. 236–239.

Words to Know

► Review High-Frequency Words

Objective Read and use previously introduced high-frequency words

- Review high-frequency words introduced in Unit 4, Week 1. *Let's review words we learned before.*
- Hold up **Word Cards** *into, walk, soon, and some* one at a time. Have children read each word.
- Have children use each word in a sentence.

► High-Frequency Words: *give, across, says, again*

Objective Read high-frequency words

- Display **Word Cards** *give, across, says, and again* in the pocket chart.
- Have children **read, spell, and write** *give*. Point to and say the word *give*. *This is the word give. It is spelled g-i-v-e. I like to give presents.*
- Follow the same steps to introduce *across, says, and again*.
- Have children make up sentences using the words: *We can walk across the _____ or I would like to go to _____ again.* Write the completed sentences on the board.

CORRECTIVE FEEDBACK

Point to, say, and spell *give*. *This word is give. Point to the word and say it with me: give. It is spelled g-i-v-e. Spell it with me. What word did you spell? The sound at the beginning of give is /g/. The first letter is g.*

Quick Check

Can children read *give, across, says, and again*? If not, use the Additional Instruction on pp. 236–239.

► Oral Vocabulary: Caring Words

Objective Develop oral vocabulary

- **Define** Talk about *give, help, and share* as words we can use to describe caring actions. Introduce another word that tells about caring, such as *thoughtful*.
- **Example** Use each word in a sentence. *It is very nice to give someone a present.*
- **Ask** Prompt children to use one of the words to describe a caring thing someone did for them.

► Build Fluency: Word Automaticity

Objective Improve word accuracy

Display **Reading Triumphs** page 88. Read each word in “Working with Words,” blending the sounds or saying the words as you read. Have children blend or say each word after you.

Time to Read

► Read “A Sweet Gift”

Objective Read words in connected text

- Have children read aloud “Words to Know.”
- **Choral Reading** Read the story together.
- **Independent Reading** Then have children whisper-read the story independently. Listen while children read, offering guidance as necessary.
- **Partner Reading** Finally, ask children to partner-read “A Sweet Gift.”

► Write

Objective Write letters, words, and a sentence

- Use the **Sound-Spelling WorkBoards**. Say the sounds: /ē/, /o/, /i/, /sw/, /t/, /g/, /f/, /m/. Have children write the letters. Say each word: *sweet, gift, Mom*. Have children write each word.
- Have children write a sentence describing Cub.

ELL Write each word, blending the sounds to form the word. Then share the pen with children, having them write the letters that they know.

See Grammar and Writing lessons on pages 234–235.



Reading Triumphs

Materials

- Reading Triumphs pp. 88; 90–97
- Practice Book p. 136
- Sound-Spelling WorkBoards
- Large Letter Cards or Letter Tiles: *a, b, d, e, h, i, k, l, n, o, p, r, s, t, u, w*
- Word Cards: *across, again, give, says*
- hand puppet

- markers or counters

Online Resources

- **IWB** Interactive White Board Comprehension Lessons
- Graphic Organizer: Character Chart

Working with Words

Phonemic Awareness

Objective Identify phonemes in isolation

Read aloud the following rhyme. Then reread it and invite children to chime in with you:

“A peach,” she said, “is oh so sweet,
In fact, it’s really good to eat!”

I Do Listen as the puppet says each word slowly. All the words have the long *e* sound: /ē/.

meal treat be beef sleep

- We Do**
- Ask children to say each word after you, stretching the sounds: *meal, treat, be, beef, sleep*.
 - Listen as I say the sounds in the word *meal*: /mmmēēēlll/, *meal*. Repeat with *treat, be, beef, and sleep*.
 - What vowel sound do you hear in each word? Let’s say it together: /ē/. This is the long *e* sound.

- You Do**
- Tell children that you will say three words. Ask children to listen for words with the /ē/ sound. Say: *steam, Sam, peel*.
 - Which words have the /ē/ sound?
 - Repeat with *me, teen, tan*; and *tray, tree, bean*.

CORRECTIVE FEEDBACK

Using the sound boxes on the **Sound-Spelling WorkBoards**, model isolating the sounds in *beat*. Stretch the sounds as you drag one marker onto each box. Continue with *team, feet, sleep, she, and he*.

Quick Check

Do children recognize /ē/? If not, use the Additional Instruction on pp. 236–239.

Phonics

Objective Blend words with /ē/e, ea, ee

Review Show the following **Large Letter Card** sets as children say the long vowel sounds: *a_e, i_e, o_e, u_e*. Mix the cards and repeat.

- I Do**
- Use **Letter Cards** or **Letter Tiles** *s, e, e, d*.
 - Model blending. The letter *s* stands for /s/. The letters *ee* can stand for /ē/, just as the letters *ea* and *e* can. The letter *d* stands for /d/. Listen as I blend all three sounds together: /sssēēēd/, *seed*.
 - Repeat with *tree, he, treat, and teen*.

- We Do**
- Blend *teen*: /tēēēnnn/. Blend it with me.
 - Let’s change the *t* in *teen* to *s*. What word did we make? Let’s blend the sounds together.
 - Now let’s change the *n* in *seen* to *d*. What word did we make? Let’s blend the sounds together.
 - Repeat to build and blend *see, she, he, heat, and heel*.

- You Do**
- Guide children to change the *h* in *heel* to *p*. What word did you make? What sound changed to make the word *peel*?
 - Continue to have children build and blend words. Change letters to make these words.
peek week weed we weak beak speak

See **Practice Book** page 136.

- ELL** Make the /ē/ sound and point out correct mouth position. Have children repeat. Then, as children practice words in the lesson with /ē/e, *ea, ee*, review the meanings of words that can be demonstrated in a concrete way. For example, point to your feet and your cheek. Invite children to say the words and make up sentences using the words. For more support, see pages T6 and T7.

See More Word Work lessons on page 234.

Words to Know

► High-Frequency Words: *give, across, says, again*

Objective Read high-frequency words

- Hold up the **Word Cards** one at a time: *give, across, says, again*. Have children **read, spell, and write** each word.
- Then ask children to call out each word as you point to the cards. Repeat in random order at varying speeds.

CORRECTIVE FEEDBACK

Point to, say, and spell *across*. *This word is across.*
Point to the word and say it with me: *across*. It is spelled *a-c-r-o-s-s*. Spell it with me. What word did you spell?

Quick Check

Can children read *give, across, says, and again*? If not, use the Additional Instruction pp. 236–239.

► Oral Vocabulary: Caring Words

Objective Develop oral vocabulary

- Tell children that helping someone is a thoughtful thing to do.
- **Define** Explain to children that to be *thoughtful* is to think about the feelings of someone else.
- **Example** Use *thoughtful* in a sentence: *Making a card for someone is a very thoughtful thing to do.*
- **Ask** What is a thoughtful thing that a friend can do?

► Build Fluency: Word Automaticity

Objective Improve word accuracy

Display **Reading Triumphs** page 88. Read each word in “Working with Words,” blending the sounds or saying the words as you read. Have children blend or say each word after you. Then say the words in random order. Have children point to each word you say.

Time to Read

► Read “Up a Tree”

Objective Ask questions: Character and setting

Before Reading Preview the story by reading aloud the title. *What do you see in the illustration?*

- Help children set a purpose for reading: *What do you think might happen in the story? Let’s find out.*
- Have children read aloud “Words to Know.”

During Reading Read the story together. Use a Character Chart to record children’s ideas. Guide children in a choral reading, pausing to check comprehension. After page 91, ask: *Who are the main characters?* After page 93: *Where are Fox and the firefighters now?* After page 94: *What do the other firefighters think about Fox?*

After Reading Remind children that as they read they can think about the characters and the setting. *The characters are the people or animals that the story is about. The setting is where the story takes place.* Display **Reading Triumphs** pages 90–91. *We see the setting of the story. There is a street with a big tree on one side and a firehouse on the other. We meet the two main characters, Cat and Fox. We learn that Cat is stuck in the tree. We also learn that Fox is very caring.*

IWB **Online Comprehension Lessons:** Character, Setting, Plot

► Comprehension Check: **Text Evidence**

Display page 97. Guide children to retell the story. Have them use the evidence in the text and the illustrations to answer the **Think About It** questions.

► Write

Objective Write letters, words, and a sentence

- Use the **Sound-Spelling WorkBoards**. Say the sounds: /ā/, /br/, /ē/, /v/, /tr/, /str/, /t/. Have children write the letters and words: *brave, tree, street*.
- Have children write a sentence about Fox.

See Grammar and Writing lessons on pages 234–235.



Reading Triumphs

Materials

- Reading Triumphs pp. 88; 90–96
- Practice Book pp. 137–138
- Sound-Spelling WorkBoards
- Large Letter Cards: *a, c, d, e (2), g, k, n, r, t*
- Word Cards: *across, again, give, says*
- Comprehension Cards
- hand puppet

- markers or counters

Online Resources

- **IWB** Interactive White Board Comprehension Lessons
- Graphic Organizer: Character Chart

Working with Words

► Phonemic Awareness

Objective Segment phonemes

Read aloud the following rhyme. Then read it again and invite children to chime in with you:

Jean and I plant *seeds*.
What will they *be*?
Green *beans* or *beets*?
We'll wait and *see*!

- I Do**
- Listen as the puppet says each sound in a word: *we*, /w/ /ē/; *seed*, /s/ /ē/ /d/; *beans*, /b/ /ē/ /n/ /z/.
 - I hear the /ē/ sound in each of these words.

- We Do**
- Place markers in the sound boxes on the **Sound-Spelling WorkBoards** for *be*. Let's say the word *be* together. There are two markers to stand for two sounds: /b/ /ē/. Listen as I say each sound: /b/ /ēēē/, *be*. Let's say the sounds in *be* again.
 - Repeat with *we*, *beans*, *see*, and *green*.

- You Do**
- Have children place markers in the sound boxes for the sounds in the words *be* and *he*, placing one marker as they say each sound.
 - Have children repeat to segment other long e words, such as *me*, *greet*, and *heat*.

CORRECTIVE FEEDBACK

Listen as I say these words: *we*, *he*. Now listen as I say each sound in the words: /w/ /ē/, /h/ /ē/. What sound do you hear at the end of each of these words? Let's say this sound together: /ē/. Repeat with *be/me*.

Quick Check

Can children segment phonemes? If not, use the Additional Instruction on pp. 236–239.

► Phonics

Objective Blend words with /ē/e, ea, ee

Review Show **Large Letter Card** pairs as children say the sounds: *cr, dr, gr, tr, nd, nk, nt*. Mix and repeat.

- I Do**
- Display **Letter Card e**.
 - The letter *e* can stand for the long *e* sound: /ē/. This is the sound at the end of *we*: /wwwēēē/, *we*.
 - Write the word *we* on the board. Draw a line under the letter *e* as you say the sound /ē/.
 - Repeat with **Letter Cards ee** for the words *green* and *feed* and then *ea* for *bean* and *team*.

- We Do**
- Write *me*, *meat*, and *seem* on the board.
 - Listen as I say *me*: /mmm/ /ēēē/. I hear /ē/ at the end of the word *me*, so I hold up **Letter Card e**.
 - Repeat with *meat* and *seem*; then *be*, *real*, *heel*.

- You Do**
- Help children write the letters *e*, *ea*, or *ee* on their **Sound-Spelling WorkBoards** when you say a word with the long *e* sound. Say: *beat, bat, team, she, deck, greet, peep, pride, he*.
 - Write all the long *e* words on the board so that children can verify their sound-spellings.

► Structural Analysis

Objective Read compound words

- Write *sunbeam* and *seaweed* on the board. Circle the smaller words *sun*, *beam*, *sea*, and *weed*.
- Explain that a word made up of two smaller words is called a *compound word*. Looking for smaller words in a longer compound word can help you read the word. A *sunbeam* is a beam, or ray, of light from the sun. *Seaweed* is a plant growing in the sea.
- Have children find the smaller words in and then read *beanpole*, *daydream*, *treetop*, and *beanbag*.

Words to Know

► High-Frequency Words: *give, across, says, again*

Objective Read high-frequency words

- Display **Word Cards** *give, across, says, and again*.
- Say the word *give*. Have children point to and spell the word aloud.
- Repeat to review *across, says, and again*.

See **Practice Book** page 137.

► Oral Vocabulary: Caring Words

Objective Develop oral vocabulary

- **Discuss** Remind children that *give, help, share,* and *thoughtful* are words we can use to discuss caring actions. *It was thoughtful to share the toy.*
- **Connect** Ask children to describe different ways they can give, help, share, and be thoughtful.

► Build Fluency: Word Automaticity

Objective Improve word accuracy

- Display **Reading Triumphs** page 88. Read each word in “Working with Words,” blending the sounds or saying the words as you read. Have children blend or say each word after you.
- Have children **reread** the previous story. Circulate and listen in.

Time to Read

► Read “Up a Tree”

Objective Ask questions: Character and setting

I Do

- Remind children that as they read they can think about the setting and the characters.
- *As I reread “Up a Tree,” I can think about the main character, Fox. I can pay attention to what Fox does, and I can look for clues that tell me more about him.*

We Do

- Guide children in a rereading of “Up a Tree.” Pause on page 91. *What does Fox do when he sees that Cat is in trouble? He says that he will save Cat. This tells us that Fox is very caring because he is concerned about Cat’s safety. What else have we learned so far about Fox? Let’s look for more clues about Fox as we read the rest of the story.*

You Do

- Have partners reread “Up a Tree” together. Tell children to think about the characters and the setting as they read. Guide them to use the evidence in the text and illustrations and to record their ideas on the Character Chart.

See **Practice Book** page 138.

ELL

- Provide sentence starters to help children describe the main character in “Up a Tree”: *Fox is very _____.* For more support, see pages T6 and T7.

IWB

Online Comprehension Lessons: Character, Setting, Plot

CORRECTIVE FEEDBACK

If children cannot identify character and setting, use **Comprehension Cards: Character and Setting**.

Quick Check

Can children identify character and setting? If not, use the Additional Instruction on pp. 236–239.

► Write

Objective Write letters, words, and a description

- Use the **Sound-Spelling WorkBoards**. Say the sounds: /ē/, /str/, /tr/, /t/, /st/, /u/, /k/, /h/. Have children write the letters that stand for the sounds. Then say the following words and have children write each one: *tree, street, truck, he, stuck*.
- Have children write a description of the setting in “Up a Tree.” Guide children to include details from the illustrations in the story.

See Grammar and Writing lessons on pages 234–235.



Reading Triumphs

Materials

- Reading Triumphs pp. 88; 90–96
- Large Letter Cards or Letter Tiles: *a, b, c, e (2), f, g, h, k, l, m, n, o, p, r, s, t, w*
- Word Cards: *across, again, give, says*
- Sound-Spelling WorkBoards
- hand puppet

Working with Words

► Phonemic Awareness

Objective Identify phonemes in isolation

Read aloud the following rhyme. Then reread it and invite children to chime in with you:

Jean and I plant *seeds*.
What will they *be*?
Green *beans* or *beets*?
We'll wait and *see*!

- I Do**
- Use the puppet to model how to isolate sounds.
 - Listen as the puppet slowly says *seed, be, green, and bean*. Listen to the /ē/ sound in each word.

- We Do**
- Ask children to say each word slowly after you: *seed, be, green, bean*.
 - What sound do you hear in the middle of the word *seed*? Do you hear the /ē/ sound?
 - Repeat the procedure for *green* and *bean*.
 - Read the first two lines of the rhyme. Have the children listen for one word that has the /ē/ sound at the end. Repeat with the last two lines.

- You Do**
- Tell children that you will say some words. Ask children to listen for the words with the /ē/ sound. Say these words: *he, speck, speak, peek, name, meet, she, sail, seal, seem*.
 - If the word has the /ē/ sound, touch your *cheek*.
 - Repeat with these words: *neat, not, greet, pet, peach, me, men, feet, save, be, time, wheel*.

ELL Make the /ē/ sound and model correct mouth position. Have children repeat. Do the same for /ā/. Have children practice saying minimal contrast word pairs: *meat/mate, peel/pail, tree/tray, be/bay*. For more support, see pages T6–T7.

► Phonics

Objective Blend words with /ē/e, ea, ee

Review Show the following **Large Letter Card** pairs as children say the sounds: *o_e, sh, th*. Mix the cards and repeat.

- I Do**
- Use **Letter Cards** or **Letter Tiles** *t, r, e, e*.
 - The letters *t* and *r* blend together to stand for /tr/. The letters *ee* stand for /ē/. Listen as I blend all these sounds: /trrrēēē/, *tree*. Say it with me: *tree*.
 - Repeat with *seat* and *we*.

- We Do**
- Use **Letter Cards** *g, r, e, e, n*. Build *green* and blend it with children: /grrrēēēnnn/, *green*.
 - Let's change the *n* in *green* to *t*. What word did we make? Let's blend the sounds: /grrrēēēt/, *greet*.
 - Let's change the *gr* to *b*. What word did we make? Let's blend: /bēēēt/, *beet*. What letters spell /ē/?

- You Do**
- Display **Letter Cards** *l, e, a, f*. Guide children to change the *f* to *k*. What word did you make? Blend the sounds in this word. What letters spell /ē/?
 - Now change the *l* in *leak* to *sp*. What word did you make? Blend the sounds in this word.
 - Have children continue to change letters to make *sneak, beak, and beam*.

See the More Word Work lessons on page 234.

CORRECTIVE FEEDBACK

Give five children **Letter Cards** *c, l, e, a, n*. Model blending *clean*. Have the child with **Letter Card** *c* say /k/ and write *c*. Have other children say /k/. Repeat for *l, e, a*, blending /klllēēē/. Repeat for *n*, blending /klllēēēnnn/. Continue with *me, free, seal*.

Quick Check

Can children blend sounds in words with /ē/e, ea, ee? If not, use the Additional Instruction on pp. 236–239.

Words to Know

► High-Frequency Words: *give, across, says, again*

Objective Read high-frequency words

- Place **Word Cards** *give, across, says, and again* facedown.
- Tell children that you will turn over the **Word Cards** one at a time for them to read.
- Turn the cards over one at a time and have children chorally call out each word.
- Mix and repeat.

CORRECTIVE FEEDBACK

Point to, say, and spell *again*. *This word is again.* Point to the word and say it with me: *again*. It is spelled *a-g-a-i-n*. Spell it with me. What word did you spell? Let's use it in a sentence: *I would like to read that story again.*

Quick Check

Can children read *give, across, says, and again*? If not, use the Additional Instruction on pp. 236–239.

► Oral Vocabulary: Caring Words

Objective Develop oral vocabulary

- **Confirm** Remind children that *give, help, share, and thoughtful* are words we can use to describe caring actions.
- **Discuss** Talk about other words that describe caring, such as *considerate*.
- **Connect** Have children make up sentences using these words.

For Additional Instruction, see pages 236–239.

► Build Fluency: Word Automaticity

Objective Improve word accuracy

- Display **Reading Triumphs** page 88. Read each word in “Working with Words,” blending the sounds or saying the words as you read. Have children blend or say each word after you.
- **Reread** Have children **reread** the previous story from **Reading Triumphs**. Circulate and listen in.

Time to Read

► Read “Up a Tree”

Objective Ask questions: Character and setting

I Do **Before Reading** Tell children that as they read “Up a Tree” again, they can ask themselves questions about the characters and the settings. *We can ask ourselves questions about who the characters are, what they are doing, and why they are doing certain things.*

We Do **During Reading** Reread the story together, pausing as needed to support children’s comprehension. Model asking questions about the characters and the setting. On page 94, ask: *I can ask myself how Cat feels when Fox gets him. I think that he feels relieved. He tells Fox that he will not get stuck again, so I think that Cat also feels sorry about getting stuck. What questions do you have about the characters so far?*

You Do **After Reading** Have pairs of children reread the story together. Prompt partners to ask themselves questions about the characters and the setting. Guide children to use the text to answer their own questions.

► Build Fluency: Connected Text

Objective Model fluency

Partner-Read Have children reread the stories with partners. Encourage them to read with expression and the proper pace.

► Write

Objective Write letters, words, and a description

- Use the **Sound-Spelling WorkBoards**. Say the sounds: /ā/, /br/, /ī/, /v/, /k/, /nd/. Have children write the letters. Say each word: *brave, kind*. Have children write each word.
- Ask children to write a description of a character from a favorite story.

See the Writing lessons on page 235.



Reading Triumphs

Materials

- Reading Triumphs pp. 90–96
- Take-Home Book; Practice Book pp. 139–140
- Listening Library
- Assessment Book
- Photo Cards: *feet, green, jet, leaf, pea, peach, queen, seal, sheep, teeth, tree, web, wheel*

- Large Letter Cards or Letter Tiles: *a, b, c, d, e (2), f, h, p, r, s, t*
- Sound-Spelling WorkBoards
- Comprehension Cards

Online Resources

- Bibliography

Working with Words

► Phonemic Awareness

Objective Review phonemes

- I Do**
- Listen as I say a word in parts: /p/ /ē/ /ch/. I can blend these sounds: /pēēch/. Say it with me: *peach*.
 - The sound in the middle of *peach* is /ē/.
 - Repeat this segmenting and blending procedure with *deep, seed, and we*.

- We Do**
- Display **Photo Card** *seal*.
 - Have children segment and blend the word *seal* with you: /s/ /ē/ /l/, /sssēēll/, *seal*. *Where in the word do you hear the long e sound?*
 - Display **Photo Card** *tree*.
 - Have children segment and blend the word *tree* with you: /tr/ /ē/, /trrrēē/, *tree*. Have them tell where they hear the long e sound.

- You Do**
- Have children sit in a circle. Place all thirteen of the **Photo Cards** facedown on the floor.
 - Ask children to take turns picking a card, naming the photo, and showing the picture name. If the picture name has the long e sound spelled *e, ea, or ee*, children should stand up.
 - Have children who stand say the picture name aloud, say the sounds in the name, and suggest another word of their choice with /ē/.
 - Continue the activity until all the **Photo Cards** are identified and each child has had a turn to offer a new word.

► Phonics

Objective Review blending /ē/e, ea, ee words

- I Do**
- Display **Photo Card** *peach*. Use **Large Letter Cards** or **Letter Tiles** *p, e, a, c, h*.
 - Listen as I blend these letters: /pēēch/, *peach*.
 - Repeat with **Letter Cards** or **Letter Tiles** *s, e, e, d, h, and p*. Build and blend the words *seed, he, and deep*.

- We Do**
- Display **Photo Card** *feet* and **Letter Cards** or **Letter Tiles** *f, e, e, t*.
 - Let's blend the sounds together: /fffēēēt/, *feet*.
 - Repeat to build and blend *beet, beef, and reef*.

- You Do**
- Hide the eleven **Photo Cards** in the classroom.
 - Invite children to hunt for things, or pictures of things, with names that have the long e sound.
 - When children find something with a name that has the /ē/ sound, guide them to spell the name by writing on their **Sound-Spelling WorkBoards**.
 - Help children to blend each word they build and point out the /ē/ spellings *e, ea, and ee*.

Words to Know

► High-Frequency Words: *give, across, says, again*

Objective Review high-frequency words

- Say each high-frequency word, one at a time: *give, across, says, and again*.
- Have children spell and write each word.
- Have children write a sentence using at least one of the high-frequency words.
- Have partners share their sentences and then read each other's sentence aloud.

ELL Model using each word in a sentence. For more support, see pages T6 and T7.

Time to Read

► Read Take-Home Book

Objective Review ask questions: Character and setting

- Reread and review "Up a Tree" using the **Listening Library** audio selection. Then read the **Take-Home Book** story together with children.
- Have children whisper-read the **Take-Home Book** story independently. Listen while children read, offering guidance as necessary.

See **Practice Book** pages 139–140.

► After Reading

Invite partners to respond to "Up a Tree" and the **Take-Home Book** story by asking themselves questions about the characters and the setting.

- *How are the characters in the two stories similar?*
- *How are they different?*

CORRECTIVE FEEDBACK

If children cannot identify character and setting, use **Comprehension Card: Character and Setting**.

Quick Check

Can children identify character and setting? If not, use the Additional Instruction on pp. 236–239.

► Build Fluency: Connected Text

Objective Increase reading speed

- Have pairs of children take turns reading aloud the **Take-Home Book** story to each other. Before they begin reading, ask children to read at a steady, natural pace.
- Guide children to also read aloud the story with appropriate expression, pausing where they see commas and stopping at periods.

► Writing

Objective Write and share simple sentences

- Have children draw a picture and write simple sentences about the **Take-Home Book** story.
- Encourage children to use high-frequency words and words with /ē/ spelled *e, ea, or ee*.
- Invite children to take turns reading their sentences aloud.

See the Writing lessons on page 235.

Invite children to read the **Take-Home Book** story to their family and friends.

► Self-Selected Reading

Objective Read independently

Have children select books to read on their own. See the Online Bibliography for suggested titles.

Weekly Assessment

Have children complete the Mid-Unit Assessment on **Assessment Book** pages 140–145.

Fluency Use the passage on **Assessment Book** pages 42–43.

Lesson 6

Grammar
Verb *Has*

Writing
Shared Writing

Lesson 7

More Word Work
Long e (e_e, ie)

Grammar
Verb *Have*

Writing
Interactive Writing

Lesson 8

Grammar
Mechanics

Writing
Trait: Organization
Independent Writing:
Focus and Plan,
Prewrite and Draft

Lesson 9

More Word Work
Word Sort

Writing
Independent Writing:
Revise and Edit

Lesson 10

Writing
Independent Writing:
Publish and Present

More Word Work

Materials

- large index cards with *beat, cream, eve, feel, field, niece, real, she, shield, sweet, these, theme, thief, tree* and **spelling words** *eat, he, me, street, we*
- pocket chart

► Long e (e_e, ie)

Objective Blend words with e_e and ie

- Write *eve* and *theme*. Underline the e_e in each word. Point to the letters as you pronounce the word. Listen as I say the sounds for *eve*: /ē/ /v/, /ēēv/. Repeat for *theme*. I notice that in the words *eve* and *theme*, the first e has a long e sound and the second e has no sound. Pronounce the words again and have children chorally repeat.
- Write the words *chief* and *field*. Underline the ie in each word. Point to the letters as you pronounce *chief*. Listen as I say the sounds for *chief*: /ch/ /ē/ /f/, /chēēf/. Repeat for *field*. Explain to children that the letters ie in these words have the long e sound. Pronounce the words again and have children chorally repeat.

► Word Sort with Long e: e, ee, ea, e_e, ie

Objective Sort long e words

- Place the cards for *he, tree, real, eve, and field* in five columns in the pocket chart. Point to the letters as you pronounce the words.
- Hold up the card for *me*. Point to the letters as you pronounce the word: Listen as I pronounce the word: /m/ /ē/, /mēē/. Model placing the card for *me* under *he*.
- Repeat for other cards, having children sort them by spelling pattern. Then have them chorally read all the words.

Grammar

► Verbs: *Has* and *Have*

Objective Understand how to use *has* and *have*

Remind children that a *verb* tells what someone or something is doing in a sentence. A verb that tells about something that is happening now is called a *present-tense verb*.

Has

- Say the sentences *She has a peach. He has a peach.* Explain to children that *has* is a verb that means "to own, or possess, something."
- Write and read aloud these sentence: *Mr. Zee has a pear tree. He has seeds to grow more trees.* Have children identify the noun and the verb in each sentence. What does Mr. Zee possess in the first sentence? What does he possess in the second sentence?
- Tell children that we use *has* when we are telling about something *she, he, or it* possesses, or owns.

Have

- Write and read aloud these sentence: *I have a green shirt. You have a green coat. We have green things.* Have children identify the noun and the verb in each sentence.
- Tell children that we use the verb *have* when we are telling about ourselves, someone else, or a group of people. We use it with the words *I, you, we, they* to show when something is owned.
- Write and read aloud these sentences:
 1. I ____ an ice cream cone. (*has, have*)
 2. He ____ a sweet peach pie. (*has, have*)
 3. We ____ the same drinks. (*has, have*)
 4. What do you want to ____? (*has, have*)
 Have children complete the sentences with the correct verb. Then ask them to chorally read aloud the sentences.

► Mechanics: Sentence Punctuation

- Review with children that a sentence begins with a capital letter and ends with a punctuation mark.
- Write and read aloud: *The field is filled with flowers. Can you see the flowers? I love flowers!* Have children identify the punctuation marks.

Writing

Personal Narrative

Objective Compose personal-narrative sentences

► Shared Writing

- Discuss with children how Fox saves the day in the story "Up a Tree."
- Tell children that they will be writing a personal narrative. Explain that a personal narrative tells about what the writer does or sees. It uses the words *I*, *my*, or *me* to tell about the writer's actions.
- Have children tell about things that have happened in the neighborhood where they live or go to school. Record children's responses.
- Use children's suggestions to write sample sentences: *There is a new park on my street.*
- Point out the nouns and verbs in the sentences.

► Interactive Writing

- Ask children to think about the different things that have happened in their neighborhoods that they have participated in. Record children's responses.
- Then, have them describe details about the neighborhood activity using the words *I*, *my*, or *me*. Record children's responses.
- Model sentences by writing from the suggestions, *There was a street fair. I played a game. I won!*
- Once a sentence is generated, repeat it several times for children. Have children share the pen to help write words or add a punctuation mark. Repeat with more sentences.
- Point out any verbs children have used.

► Writing Trait: Organization

- Tell children it is important to organize their writing before they start working. Remind them that sentences need to be in an order that makes sense. Explain that they can begin their writing with a sentence that grabs a reader's attention.
- Point out that beginning with a question is a good way to get a reader's attention.
- Write and read aloud:
 1. *I like the sea.*
 2. *Have you ever been to the sea?*

Which sentence is more interesting?

► Independent Writing

Focus and Plan

- Ask children to think about activities they have participated in in their neighborhoods. Have them make a list of things that were a part of the activities.

Prewrite and Draft

- Remind children that a personal narrative tells about what the writer sees and feels.
- Have children draft personal-narrative sentences using the words *I*, *my*, or *me*. Tell them to include details about the activity.
- Remind children to begin with a strong opening sentence to grab the reader's attention.

Revise and Edit

- Ask children to check the sentences they wrote about a neighborhood activity. Have them decide if the sentences are clear and in an order that makes sense.
- Have children work with a partner and read each other's sentences. *Do you find the personal narrative interesting?*

ELL Have children draw a picture of something that has happened in their neighborhood. Write: *On my street, there was a ____*. Guide children in filling in the sentence. Then work with children to write a sentence to describe the activity.

Publish and Present

- Have partners take turns reading their personal narratives to the class.
- Create a class My Neighborhood book.



Assessment Book

Choose from the Additional Instruction for children who need more support. Use Mid-Unit Assessment to check children's progress.

Working with Words

Materials

- Reading Triumphs pp. 80; 88
- Sound-Spelling Cards: *Train, Tree*
- Sound-Spelling WorkBoards
- Letter Tiles
- Large Letter Cards: *a–z*
- hand puppet
- markers or counters

Online Resources

- **IWB** Interactive White Board
Phonics Lessons

► Phonemic Awareness

Objective Isolate and blend phonemes

Review Phonemes Display the *Train Sound-Spelling Card*. Listen to the sound in the middle of the word *train*: /trrrāānnn/. *Train* has the /ā/ sound in the middle. Say the sound with me: /ā/. This is the long *a* sound. Then review /ā/ in the final position. The long *a* sound is also at the end of *day*: /dāā/, *day*. Say the sound: /ā/. Say the word with me: /dāā/, *day*.

- For lessons 6–10, repeat the above routine for the long *e* sound, using the *Tree Sound-Spelling Card*.

Blend Phonemes Tell children to listen as the puppet strings sounds together to form a word: /p/ /ā/ /n/ /t/, /pāānnnt/, *paint*. Have children repeat: /p/ /ā/ /n/ /t/, /pāānnnt/, *paint*. Point out that *paint* has /ā/ in the middle.

- Let's say another word. Listen for /ā/ in the word: /r/ /ā/ /l/, /rrrāālll/, *rail*.
- Tell children to listen as the puppet strings sounds together to form another word: /p/ /l/ /ā/,

/plllāā/, *play*. Have children repeat: /p/ /l/ /ā/, /plllāā/, *play*. Point out that *play* has the /ā/ sound at the end.

- Let's say more words. Listen for /ā/ in the middle of each word: /m/ /ā/ /n/, /mmmāānnn/, *main*; /n/ /ā/ /l/, /nnnāālll/, *nail*.
- Model placing markers in the sound boxes on the **Sound-Spelling WorkBoards**. I will place one marker in a box for each sound I make: /ch/ /ā/ /n/. Now I'll point to a marker as I say each sound and string the sounds together: /chāānnn/, *chain*.
- Have children take turns placing markers in the sound boxes as they blend: *bay, pail, drain, gray*.
- For lessons 6–10, repeat the above routine for long *e*, using the words *see, me, treat, seal, feed*.

Segment Phonemes Tell children to listen as the puppet slowly says these words: *paid, claim, tail*. The puppet will say the words again. Listen for the /ā/ sound in the middle: /pāāād/, /klāāāmmm/, /tāāālll/. Have children repeat the sounds and say each word.

- Repeat each word slowly after me: *grain, wait, frail*. What sound do you hear in the middle of each word? Each word has /ā/ in the middle. Let's say the words again: *grain, wait, frail*.
- Place three markers in the sound boxes on the **Sound-Spelling WorkBoard**. Listen to the word: *clay*. The word has three sounds. Each marker stands for one sound. What sound do you hear at the end of the word *clay*? The word *clay* has /ā/ at the end. Which marker stands for the /ā/ sound? Yes, the last marker stands for /ā/.
- Place four markers in the sound boxes on the **Sound-Spelling WorkBoard**. Listen to the word: *brain*. What sound do you hear in the middle of the word *brain*? (/ā/) Which marker stands for the /ā/ sound? (the third marker) How many sounds are in the word *brain*? (4) Repeat with *mail, drain, faint*.
- Have children take turns placing markers in the sound boxes and pointing to the marker that stands for /ā/ in the words *sail, day, paid, tray, stain, play*.
- For lessons 6–10, repeat the above routine for long *e*, using the words *flea, see, tree, be, me, meet, green, stream, treat*.

► Phonics

Objective Decode words with /ā/ai, ay and /ē/e, ea, ee

Review Letter/Sound Correspondence Display the *Train Sound-Spelling Card*. The letters *a* and *i* together can stand for the long *a* sound /ā/, as in the middle of *train*. Repeat the routine for *ay* using the word *day*. Write *day* and underline the letters *ay* as you say /ā/.

- For lessons 6–10, repeat the above routine for the long *e* sound using the *Tree Sound-Spelling Card*. Then review the *e* and *ea* spellings of /ē/, using the above routine with *treat* and *be*.

Blend Words Use the **Letter Tiles** to model blending words. Place **Letter Tiles** *p, a, i, l* in the sound boxes on the **Sound-Spelling WorkBoard**.

- The letter *p* stands for the sound /p/. The letters *a* and *i* together stand for the sound /ā/. The letter *l* stands for the sound /l/. Listen as I blend all three sounds together: /pāāālll/, *pail*.
- Place **Letter Tiles** *p, a, y* in the sound boxes on the **Sound-Spelling WorkBoard**. What sound does the letter *p* stand for? Yes, it stands for /p/. What sound do the letters *a* and *y* stand for? Yes, they stand for /ā/. Let's blend both sounds together: /pāāā/, *pay*.
- Repeat the above routine with the words *stay*, *plain*, *play*, and *trail*.
- Have children take turns placing **Letter Tiles** in the sound boxes and blending sounds to form words.
- For lessons 6–10, repeat the above routine for long *e*, using the words *flea*, *greet*, *tree*, *seat*, *sea*, *free*, *see*, *eat*, *be*, *we*.

Build Words Use the **Letter Tiles** to model building words. Place **Letter Tiles** *m, a, i, l* in the sound boxes on the **Sound-Spelling WorkBoard**. Guide children to blend the sounds: /m/, /ā/, /l/, /mmmāāālll/, *mail*.

- Let's change the *m* in *mail* to *t*. What word did we make? The letter *t* stands for the sound /t/. The letters *a* and *i* together stand for the sound /ā/. The letter *l* stands for the sound /l/. Listen as I blend all three sounds together: /tāāālll/, *tail*. We made the word *tail*.

- Change the letter *t* in *tail* to *p*. What word did we make? Blend the sounds with me: /p/ /ā/ /l/, /pāāālll/, *pail*. We made the word *pail*.
- Now let's change the *l* in *pail* to *d*. Let's read the word: *paid*. Continue changing letters to make the following words: *pay*, *day*, *say*, *sail*, *rail*, *raid*, *maid*, *may*, *tray*.
- Have children take turns changing **Letter Tiles** to make a new word.
- Write the words you made, saying the sounds and the letters that stand for each sound. Then guide children in blending and building each word: *mail*, *tail*, *pail*, *paid*, *pay*, *day*, *say*, *sail*, *rail*, *raid*, *maid*, *may*, *tray*.
- For lessons 6–10, repeat the above routine for long *e*, using the words *meat*, *eat*, *beat*, *beet*, *bee*, *be*, *me*, *we*, *weep*, *peep*, *peel*, *wheel*.

Fluency: Letter Naming Tell children that you will hold up **Large Letter Cards**. They should name each letter. Hold up the **Letter Card** for each letter of the alphabet one at a time, in random order.

Fluency: Letter/Sound Correspondence Tell children that you will hold up **Letter Cards**. They should say the sound or sounds that the letters stand for. Hold up the **Letter Card** for each letter of the alphabet one at a time, in random order.

Fluency: Word Automaticity Display page 80 of **Reading Triumphs**. Read each word in "Phonics," blending the sounds and then saying the words as you read. Have children blend sounds and say the word after you.

- For lessons 6–10, repeat the above routine using page 88 of **Reading Triumphs**.

ELL As children practice the words in the lesson, review the meaning of words that can be demonstrated in a concrete way. For more support, see pages T6–T7.

IWB For additional blending, word building, and fluency activities, use **Online Phonics Lessons**: Long *a*; Long *e*.

Words to Know

Materials

- Reading Triumphs pages 80, 81; 88, 89
- Word Cards: *across, again, give, into, says, some, soon, walk*
- Sound-Spelling WorkBoards
- pocket chart

► High-Frequency Words

Objective Reteach high-frequency words *into, walk, soon, some* (Lessons 1–5); *give, across, says, again* (Lessons 6–10)

- Display **Word Cards** in the pocket chart.
- **Read, spell, and write** each word and use it in a sentence: *This is the word into. It is spelled i-n-t-o. Into. I put my books into my bag.*
- Have children chorally say each word aloud as you point to it. Point to each letter as children chorally spell the word aloud.
- Point out letters and their sounds that children have learned. *The word soon begins with the letter s. We know that the letter s can stand for the /s/ sound. The word soon begins with the /s/ sound.*
- Hold up one **Word Card** at a time. Have children chorally read aloud each word. Have children write each word on their **Sound-Spelling WorkBoards** as they spell it aloud. Guide children to say a sentence using each word.
- Provide sentence starters using the words. For example: *The cat jumped into the _____. When it's time to go home, my teacher usually says, "_____."* Have children take turns orally completing the sentences. Write the sentences as children complete them and then read each sentence aloud. Have children take turns underlining the high-frequency words in the sentences.
- Have partners work together to write sentences using the high-frequency words.

Fluency: Word Automaticity For lessons 1–5, display page 80 of **Reading Triumphs**. Read aloud each word in “Words to Know.” Have children read aloud each word after you.

- For lessons 6–10, repeat the above routine using page 88 of **Reading Triumphs**.

Fluency: Connected Text For lessons 1–5, display page 81 of **Reading Triumphs**. Read “Some Skunk!” aloud. Have children read the passage after you. Guide children to blend the sounds of decodable words and say each high-frequency word.

- For lessons 6–10, repeat the above routine using “A Sweet Gift” on page 89 of **Reading Triumphs**.

► Oral Vocabulary

Objective Develop oral vocabulary

- **Sequence Words (Lessons 1–5)** Remind children that words that tell when things happen are called *sequence words*. *Soon, next, then, immediately, presently, and afterward are words we use that can tell when something happens. I do my homework immediately after school.*
- Have children retell a favorite story using the words *soon, next, then, immediately, and afterward*.
- Have partners work together to create sentences using the oral vocabulary words *soon, next, then, immediately, presently, and afterward*. Have them repeat their sentences to each other.
- **Caring Words (Lessons 6–10)** Remind children that they have been talking about words that describe caring actions. *We use the words give, help, share, thoughtful, and considerate when we talk about caring actions. Someone who is kind and likes to give is a considerate person.*
- Have children use the words in a sentence: *I can help _____. I like to share my _____. When I give things to people, I feel _____.*
- Have partners work together to orally create sentences using the oral vocabulary words *give, help, share, thoughtful, and considerate*.

Time to Read

Materials

- Reading Triumphs pp. 82–86, 87; 90–96, 97

Online Resources

- **IWB** Interactive White Board Comprehension Lessons
- Graphic Organizers: Predictions Chart; Character Chart

► Comprehension: Text Evidence

Objective Review comprehension skills

Make Predictions (Lessons 1–5) Remind children that they can better understand what they read by making guesses, or predictions, about what will happen next. As you read, use the clues in the words and the illustrations to make predictions about what will happen next. Then you can read to see if your predictions were correct.

- Display **Reading Triumphs** page 82. Let's reread "It Is Raining." As we read, we will list clues about the story on the Predictions Chart.
- Read pages 82 and 83: What is happening at the beginning of the story? (It is raining. The little monkey is sad because he wants to play.) Do you think the rain will stop? (Answers will vary.)
- Read pages 84 and 85: What are the monkeys doing? (mopping the floor) Look at the illustration on page 85. What do you think will happen next? (Mom will find a way to make the day fun.) What clue helped you make the prediction? (Mom is smiling and starting to hop and splash.) Let's add our prediction to the chart.
- Read page 86: Was your prediction correct? (Yes. The monkeys are playing.) Let's add this to our chart.
- Review Comprehension Check, page 87. 1. What did the little monkey want? (The little monkey wanted the rain to stop so he could go outside to play.) 2. What did you predict would happen? Were you right? (Possible answer: I predicted that the monkeys would find a way to have fun. The text told me that my prediction was correct.) Add clues and predictions to the chart.

Character and Setting (Lessons 6–10) Remind children that as they read they can think about the setting and the characters. The characters are the people or animals that the story is about. The setting is where the story takes place. As you read, ask yourself questions about who the characters are, what they are doing, and why they are doing certain things.

- Display **Reading Triumphs** page 90. As we reread "Up a Tree," we will record information about the characters in the story on our Character Chart.
- Read pages 90 and 91: Where does the story take place? (in town, near a fire station) Who are the characters in the story? (Cat and Fox) What is Cat's problem? (He is stuck in a tree.) Let's add those details to our Character Chart.
- Read pages 92 and 93: What does Fox do to help Cat? (Fox gets help at the fire station. He makes a plan to help Cat.) Let's add this to our chart.
- Read pages 94 and 95: How does Fox solve Cat's problem? (Fox gets Cat down.) How do you know Cat is sorry for getting stuck? (Cat promises not to get stuck again.)
- Read page 96: What kind of a character is Fox? (He is brave and proud but wants to have lunch.) Let's add this detail to our chart.
- Review Comprehension Check, page 97. 1. Who are the main characters in the story? (Cat and Fox) 2. How would you describe Fox? (Fox is helpful, concerned, smart, brave, and proud.)

ELL Act out the words *helpful*, *concerned*, *smart*, *brave*, and *proud*. Talk about what each word means. For more support, see pages T6–T7.

IWB **Online Comprehension Lessons:** Make Predictions; Character, Setting, Plot

Self-Selected Reading

Have children select books. Guide them to find clues to make and confirm predictions and talk about the characters and setting in each story.



Reading Triumphs

Materials

- Reading Triumphs pp. 98–99
- Practice Book p. 141
- Sound-Spelling WorkBoards
- Large Letter Cards: *a, e, i, o, u, y*
- Word Cards: *about, across, again, by, give, move, people, says*

- hand puppet
- markers or counters
- pocket chart

Online Resources

- **IWB** Interactive White Board Phonics Lessons

Working with Words

Phonemic Awareness

Objective Blend phonemes

Read aloud the following rhyme. Then reread it and invite children to chime in with you:

Can a toad float in a moat?
Can a goat go in the snow?
How do you know?

I Do Listen as the puppet says words from the rhyme sound by sound, then strings together the sounds: /g/ /ō/ /t/, /gōōōt/, *goat*; /n/ /ō/, /nnnōōō/, *know*.

- We Do**
- Point out that *goat* and *know* have the /ō/ sound.
 - Say the words *goat* and *know* aloud again. Let's say these words together: *goat*, /g/ /ōōō/ /t/; *know*, /nnn/ /ōōō/. Listen for the /ō/ sound.
 - Repeat with *toad/road*, *grow/snow*, and *so/go*.

- You Do**
- Model how to place markers in the sound boxes on the **Sound-Spelling WorkBoard** for each sound in the word *goat*.
 - Ask children to orally blend the phonemes as you point to each marker.
 - Repeat with *so*, *slow*, and *toad*.

See **Practice Book** page 141.

CORRECTIVE FEEDBACK

Model how to blend the word *goat* using onset and rime: /g/ /ōt/. Let's say the word *goat* this way: /g/ /ōt/, *goat*. Now let's blend all the sounds in *goat*: /gōōōt/, *goat*. Continue with *moat*, *go*, and *crow*.

Quick Check

Can children blend phonemes? If not, use Additional Instruction on pp. 276–279.

Phonics

Objective Blend words with /ō/o, oa, ow

Review Show each of the following **Large Letter Card** sets as children say each sound: *u_e*, *i_e*, *a_e*. Mix the card sets and repeat.

- I Do**
- Display **Letter Card** o.
 - The letter o can stand for the long o sound: /ō/. This is the sound in the middle of *goat*. Listen: /g/ /ō/ /t/, *goat*. It's also the sound at the end of *snow* and *so*. Listen: /s/ /n/ /ō/, *snow*; /s/ /ō/, *so*.
 - Repeat with the words *coat*, *toad*, and *go*.

- We Do**
- Write the word *goat* on the board. Draw a line under the oa in *goat*. Have children chorally say /ō/ as you point to the letters.
 - Repeat with *snow*, drawing a line under the ow, and with *go*, drawing a line under the o.
 - Listen as I point to the letters and say the sounds in *goat*: /g/ /ō/ /t/. Try it with me: /g/ /ō/ /t/, *goat*.
 - Repeat this procedure with *snow*, *go*, and *toad*.

You Do Model blending these words, sound by sound. Then have children repeat.

toad	so	crow	float
goat	no	snow	coat

IWB Online Phonics Lessons: Long o (o, oa, ow, oe)

CORRECTIVE FEEDBACK

Write *float* on the board. Have children draw a line under the oa in *float*. This is the /ō/ sound in the middle of *float*: /fl/ /ō/ /t/, *float*. Let's blend *float*: /fflllōōōt/, *float*. Repeat with *bow*, *coat*, and *go*.

Quick Check

Can children blend words with /ō/o, oa, ow? If not, use the Additional Instruction on pp. 276–279.

Words to Know

► Review High-Frequency Words

Objective Read and use previously introduced high-frequency words

- Review high-frequency words introduced in Unit 4, Week 2. *Let's review words we learned before.*
- Hold up **Word Cards** *give, across, says, and again* one at a time. Have children read each word.
- Have children use each word in a sentence.

► High-Frequency Words: *people, about, move, by*

Objective Read high-frequency words

- Display **Word Cards** *people, about, move, and by* in a pocket chart.
- Have children **read, spell, and write** *people*. Point to and say the word *people*. *This is the word people. It is spelled p-e-o-p-l-e. There are many people in a big city.*
- Repeat the routine to introduce *about, move, and by*.
- Have children make up sentences using the words. Provide sentence starters: *I like stories about ____ or My favorite story is written by ____.* Write the completed sentences on the board.

CORRECTIVE FEEDBACK

Point to, say, and spell *people*. *This word is people. Point to the word and say it with me: people. It is spelled p-e-o-p-l-e. Spell it with me. What word did you spell?*

Quick Check

Can children read *people, about, move, and by*? If not, use the Additional Instruction on pp. 276–279.

► Oral Vocabulary: Transportation Words

Objective Develop oral vocabulary

- **Define** Explain that we can use the words *move* and *travel* when we talk about different forms of transportation. Explain that another transportation word is *vehicle*.
- **Example** Use each word in a sentence. *I travel to school on a bus.*
- **Ask** Have children use these words to talk about how they travel from place to place.

► Build Fluency: Word Automaticity

Objective Improve word accuracy

Display **Reading Triumphs** page 98. Read each word in “Working with Words,” blending the sounds or saying the words as you read. Have children blend or say each word after you.

Time to Read

► Read “Go by Boat!”

Objective Read words in connected text

- Have children read aloud “Words to Know.”
- **Choral Reading** Read the story together.
- **Independent Reading** Then have children whisper-read the story independently. Listen while children read, offering guidance as necessary.
- **Partner Reading** Finally, ask children to partner-read “Go by Boat!”

► Write

Objective Write letters, words, and a sentence

- Use the **Sound-Spelling WorkBoards**. Say the sounds: /ō/, /b/, /t/, /g/, /sl/. Have children write the letters, including the spellings *o, oa, and ow* for /ō/. Say each word: *boat, go, slow*. Have children write each word.
- Have children write a sentence about where they would like to go by boat.

ELL Write each word, blending the sounds to form the word. Then share the pen with children, having them write the letters that they know. For more support, see pages T6 and T7.

See Grammar and Writing lessons on pages 250–251.



Reading Triumphs

Materials

- Reading Triumphs pp. 98; 100–107
- Practice Book p. 142
- Sound-Spelling WorkBoards
- Large Letter Cards or Letter Tiles: *a, b, c, d, g, l, m, n, o, p, r, s, t, w*
- Word Cards: *about, by, move, people*

- hand puppet
- markers or counters

Online Resources

- **IWB** Interactive White Board Comprehension Lessons
- Graphic Organizer: Retelling Chart

Working with Words

Phonemic Awareness

Objective Identify phonemes in isolation

Read aloud the following rhyme. Then reread it and invite children to chime in with you:

Can a toad float in a moat?
Can a goat go in the snow?
How do you know?

I Do Listen as the puppet says each word slowly. These words all have the /ō/ sound in the middle: *goat, toad, float, coat*. These words have the /ō/ sound at the end: *know, so, go, snow*. This is the long o sound.

- We Do**
- Ask children to say each word after you, stretching the sounds: *goat, toad, float, coat, know, so, go, snow*.
 - Listen as I say the sounds in each word: /gōōōt/, *goat*; /tōōōd/, *toad*; /fflllōōōt/, *float*; /kōōōt/, *coat*. What sound do you hear in the middle of each word? Repeat using *know, so, go, and snow*. What sound do you hear at the end of each word?
 - Let's say the long o sound together: /ō/.

- You Do**
- Tell children that you will say two words. Ask children to say the words after you and tell which word has the /ō/ sound. Say these words: *coat, cat*.
 - Repeat with *sneak, snow; go, get; and bite, boat*.

CORRECTIVE FEEDBACK

Using the sound boxes on the **Sound-Spelling WorkBoard**, model how to isolate the sounds in *goat*. Stretch sounds as you drag a marker onto each box. Have children repeat. Continue with *tow* and *go*.

Quick Check

Do children recognize /ō/? If not, use the Additional Instruction on pp. 276–279.

Phonics

Objective Blend words with /ō/o, oa, ow

Review Show the following **Large Letter Cards** in three-letter blends. Have children say the sounds: *scr, spl, spr, str*. Mix the cards and repeat.

- I Do**
- Use **Letter Cards** or **Letter Tiles** *s, n, o, w*.
 - Model blending.
 - The letter *s* stands for the sound /s/. The letter *n* stands for the sound /n/. The letters *ow* together can stand for the sound /ō/. Listen as I blend all three sounds together: /ssnnnōōō/, *snow*.
 - Repeat with *coat* and *go*.

- We Do**
- Blend *snow*: /ssnnnōōō/. Blend it with me.
 - Let's change the *sn* in *snow* to *r*. What word did we make? Let's blend the sounds together.
 - Repeat to build and blend *mow, low, and blow*.

- You Do**
- Guide children to use **Letter Cards** or **Letter Tiles** *g, o* to spell *go*. Blend *go*: /gōōō/. Blend it with me.
 - Change the *g* in *go* to *n*. What word did you make? What sound changed to make *no*?
 - Change the letters to make each of these words:
so soap sow slow low load toad

See **Practice Book** page 142.

ELL Make the /ō/ sound and point out correct mouth position. Have children repeat. Then, as children practice saying words in the lesson with /ō/o, oa, ow, review the meanings of words that can be demonstrated in a concrete way. For example, point to your elbow. Provide such sentence frames as *I often lean on my ____*. Allow children time to respond. For more support, see pages T6 and T7.

See the More Word Work lessons on page 250.

Words to Know

► High-Frequency Words: *people, about, move, by*

Objective Read high-frequency words

- Hold up the **Word Cards** one at a time: *people, about, move, and by*. Have children **read, spell, and write** each word.
- Then ask children to call out each word as you point to the card. Repeat in random order at varying speeds.

CORRECTIVE FEEDBACK

Point to, say, and spell *about*. *This word is about.* Point to the word and say it with me: *about*. It is spelled *a-b-o-u-t*. Spell it with me. What word did you spell? Let's use *about* in a sentence to describe the topic of a nonfiction book.

Quick Check

Can children read *people, about, move, and by*? If not, use the Additional Instruction on pp. 276–279.

► Oral Vocabulary: Transportation Words

Objective Develop oral vocabulary

- Tell children about a vehicle that you have recently traveled in.
- **Define** Tell children that a *vehicle* is a machine that moves people or things.
- **Example** Use *vehicle* in a sentence: *My favorite vehicle is a train, but I usually ride in a car.*
- **Ask** What is a vehicle that you would like to ride in or on?

► Build Fluency: Word Automaticity

Objective Improve word accuracy

Display **Reading Triumphs** page 98. Read each word in “Working with Words,” blending the sounds or saying the words as you read. Have children blend or say each word after you. Then say the words in random order. Have children point to each word you say.

Time to Read

► Read “Let’s Go!”

Objective Ask questions: Retell

Before Reading Preview the selection by reading the title. *What are the people in the picture doing?*

- Help children set a purpose for reading: *What might this selection be about? Let’s find out.*
- Have children read aloud “Words to Know.”

During Reading Read the selection together. Use a Retelling Chart to record facts and details. Guide children in a choral reading, pausing to check their comprehension. After page 101, ask: *What vehicle is this boy riding on?* After page 103: *What are two ways to travel on water?* After page 105: *What are two fast ways to travel?*

After Reading Remind children that retelling the important details in a selection in the correct order can help you to better understand what you have read. *As I read, I retell the information in the correct order. This helps me to remember and understand the important details.* Display **Reading Triumphs** pages 100–102. *First we read about bikes. Riding a bike is fun. Next, we read about rowboats. Rowboats are a good way to get across water. Then we read about sailboats. Sailboats also go on water. The wind makes the sailboat go.*

IWB Online Comprehension Lessons: Sequence

► Comprehension Check: Text Evidence

Display **Reading Triumphs** page 107. Guide children to retell the story. Have them use the evidence in the text and the illustrations to answer the **Think About It** questions.

► Write

Objective Write letters, words, and sentences

- Use the **Sound-Spelling WorkBoards**. Say the sounds: /ō/, /ā/, /e/, /b/, /t/, /tr/, /n/, /ī/, /k/, /sl/, /d/. Have children write the letters. Have children write each word: *boat, train, bike, sled*.
- Have children write sentences about a vehicle.

See the Grammar and Writing lessons on page 250.



Reading Triumphs

Materials

- Reading Triumphs pp. 98; 100–106
- Practice Book pp. 143–144
- Sound-Spelling WorkBoards
- Large Letter Cards: *c, h, o, t, w*
- Photo Cards: *ant, goat, lock, soap, yellow, zero*
- Word Cards: *about, by, move, people*

- hand puppet
- markers or counters

Online Resources

- **IWB** Interactive White Board Comprehension Lessons
- Graphic Organizer: Retelling Chart

Working with Words

► Phonemic Awareness

Objective Segment phonemes

Read aloud the following rhyme. Then read it again and invite children to chime in with you:

The coach will go in a rowboat,
The boat will float up the coast.

- I Do** ■ Listen as the puppet says each sound in a word: *coach*, /k/ /ō/ /ch/; *go*, /g/ /ō/; *coast*, /k/ /ō/ /s/ /t/.

- Point out the /ō/ sound in each word.

- We Do** ■ Place markers in the sound boxes on the **Sound-Spelling WorkBoard** for *boat*.

- Let's say the word *boat* together. There are three markers to stand for three sounds: /b/ /ō/ /t/. Listen as I say each sound: /b/ /ōōō/ /t/, *boat*. Let's say the sounds in *boat* again.

- Repeat with *slow* and *go*.

- You Do** ■ Have children place markers in the sound boxes for the sounds in the words *coat*, *tow*, and *so*, placing one marker as they say each sound.
- Have children repeat to segment other long o words, such as *goal*, *no*, and *show*.

CORRECTIVE FEEDBACK

Listen as I say these words: *toad*, *goat*. Now listen as I say each sound: /t/ /ō/ /d/, /g/ /ō/ /t/. What sound do you hear in the middle of each word? Let's say this sound together: /ō/. Repeat with *snow/blow* and *go/no*.

Quick Check

Can children segment phonemes? If not, use the Additional Instruction on pp. 276–279.

► Phonics

Objective Blend words with /o/o, oa, ow

Review Show each of the following **Large Letter Card** sets as children say each sound: *ch*, *tch*, *wh*. Mix the card sets and repeat.

- I Do** ■ Display **Letter Card** o.
- The letter o can stand for /ō/. This is the sound at the end of *go*: /gōōō/, *go*.
- Write *toad*, *crow*, and *no* on the board. Draw a line under the letters *oa*, *ow*, and *o* as you say /ō/.
- Repeat with *boat*, *show*, and *so*.

- We Do** ■ Display **Photo Cards** *goat*, *lock*, and *soap*.
- Let's name each picture: *goat*, *lock*, *soap*. Which picture names have the /ō/ sound?
- Write *goat* and *soap* on the board. Underline the *oa* in each word.
- Listen as I blend the word *goat*: /g/ /ōōō/ /t/. I hear /ō/ in the middle of *goat*. I see that the sound /ō/ in *goat* is spelled *oa*. Repeat with *soap*.
- Repeat with **Photo Cards** *yellow*, *zero*, and *ant*.

- You Do** ■ Have children write the letters *ow* on their **Sound-Spelling WorkBoards** when you say a word with /ō/ow. Say *low*, *lamp*, and *snow*. Repeat for /ō/oa with *goat*, *grill*, *coat*; repeat for /ō/o with *go*, *no*, *night*.

► Structural Analysis

Objective Recognize syllabication

- Write *yellow* on the board. Then circle *yel* and *low*. Repeat with *violin*, circling *vi*, *o*, and *lin*.
- Explain that a syllable is a part of a word. Each syllable has one vowel sound. Listen as I clap for each syllable in these words: *pet-ti-coat*, *be-low*, *ho-tel*, *a-go*. Clap for each syllable. Try it with me.
- Guide children to repeat with the words *hel-lo*, *al-most*, *ra-di-o*, *win-dow*, and *co-coa*.

Words to Know

► High-Frequency Words: *people, about, move, by*

Objective Read high-frequency words

- Display **Word Cards** *people, about, move, and by*.
- Say the word *people*. Have children point to and spell the word aloud.
- Follow the routine to review *about, move, and by*.

See **Practice Book** page 143.

► Oral Vocabulary: Transportation Words

Objective Develop oral vocabulary

- **Discuss** Remind children that *move, travel, and vehicle* are words that we can use when we talk about transportation. *A plane is a vehicle that moves very fast.*
- **Connect** Ask children to use the words as they act out taking a ride in a particular vehicle.

► Build Fluency: Word Automaticity

Objective Improve word accuracy

- Display **Reading Triumphs** page 98. Read each word in “Working with Words,” blending the sounds or saying the words as you read. Have children blend or say each word after you.
- **Reread** Have children **reread** the previous story from **Reading Triumphs**. Circulate and listen in.

Time to Read

► Read “Let’s Go!”

Objective Ask questions: Retell

- I Do**
- Remind children that as they read a selection, they can retell the important events and details in the correct sequence.
 - *Retelling what I have read in the correct order helps me to remember and understand all of the important information.*

- We Do**
- Guide children in a rereading of “Let’s Go!” Pause on page 102. *First we read that there are many ways to go. Then we read about bikes. Riding a bike can make you strong. What did we read about next? Yes, we read about rowboats. A rowboat goes on the water.*
 - After page 103, prompt children to retell what they have just read. *What way to go did we just read about? What did we read about sailboats? Let’s retell as we continue to read the selection.*

- You Do**
- Have partners reread “Let’s Go!” together. Tell children to retell the important information in the correct sequence. Guide them to use the evidence in the text and photographs and to record the details on the Retelling Chart.

See **Practice Book** page 144.

- ELL** Provide sentence starters to help children retell “Let’s Go!”: *First, we read about _____. Then, we read about _____. For more support, see pages T6 and T7.*

IWB **Online Comprehension Lessons:** Summarize

CORRECTIVE FEEDBACK

Display “Let’s Go!” and model retelling the selection. Read each page and then retell the important information. Then, guide children to retell a page by asking questions: *What is another way to go?*

Quick Check

Can children retell the story? If not, use Additional Instruction on pp. 276–279.

► Write

Objective Write letters, words, and sentences

- Use the **Sound-Spelling WorkBoards**. Say the sounds: /ō/, /bl/, /b/, /f/, /g/, /t/, /st/, /sl/, /a/, /r/. Have children write the letters and the *o, oa, and ow* spellings of /ō/. Say each word: *blow, row, fast, go, boat, slow*. Have children write each word.
- Have children write sentences with one or two details about a vehicle in “Let’s Go!”

See Grammar and Writing lessons on pages 250–251.



Reading Triumphs

Materials

- Reading Triumphs pp. 98; 100–106
- Large Letter Cards: *a, b, c, d, g, k, l, n, o, p, r, s, t, w*
- Letter Tiles
- Word Cards: *about, by, move, people*
- Sound-Spelling WorkBoards
- hand puppet

Working with Words

► Phonemic Awareness

Objective Identify phonemes in isolation

Read aloud the following rhyme. Then reread it and invite children to chime in with you:

The *coach* will go in a rowboat,
The *boat* will float up the *coast*.

- I Do**
- Use the puppet to model how to isolate sounds.
 - Listen as the puppet slowly says the sounds in some words. Listen for the /ō/ sound in each word: /k/ /ō/ /ch/, *coach*; /g/ /ō/, *go*; /r/ /ō/, *row*; /f/ /l/ /ō/ /t/, *float*; /k/ /ō/ /s/ /t/, *coast*.

- We Do**
- Ask children to say each word slowly after you: *coach, go, row, float, coast*.
 - What sound do you hear in the middle of the word *coach*? Do you hear the /ō/ sound?
 - Repeat with *go, row, float, and coast*.

- You Do**
- Tell children that you will say three words. Ask children to listen for the words with the /ō/ sound and clap their hands when they hear it. Say these words: *row, ran, roam*.
 - Which words have the /ō/ sound?
 - Repeat with *cot, coal, cold*; and *so, soap, sun*.

ELL Make the /ō/ sound and point out correct mouth position. Have children repeat. Do the same for the /o/ sound. Then have children practice saying minimal contrast word pairs, such as *coat/cot, road/rod, and goat/got*. For more support, see pages T6–T7.

► Phonics

Objective Blend words with /ō/o, oa, ow

Review Show the following pairs of **Large Letter Cards** as children say the sounds: *sn, sk, sp, sw, sl*. Mix the card pairs and repeat.

- I Do**
- Use **Letter Cards** or **Letter Tiles** *b, o, a, t*. Blend the phonemes.
 - The letter *b* stands for /b/. The spelling *oa* stands for /ō/. The *t* stands for /t/. Listen as I blend these sounds together: /bōōt/, *boat*. Say it with me: *boat*.

- We Do**
- Let's change the *b* in *boat* to *g*. What word did we make? Let's blend the sounds: /gōōt/, *goat*.
 - Now let's change the final *t* in *goat* to *l*. What word did we make? Let's blend the sounds: /gōōl/, *goal*.

- You Do**
- Guide children to change the *g* in *goal* to *c* to make the word *coal*.
 - Change the *l* in *coal* to *t*. What word did you make?
 - Add an *s* to change *coat* to *coast*. Have children continue to change letters to make *roast, toast, toad, road, and load*.

See the More Word Work lessons on page 250.

CORRECTIVE FEEDBACK

Give four children **Letter Cards** *c, o, a, t*. Model blending *coat*. Have the child with **Letter Card** *c* say /k/ and write *c*. Have other children say /k/. Have children with *o* and *a* stand together to say /ō/ and write *oa*. Have other children say /ō/ and blend /kōō/. Repeat for *t*, blending /kōōt/. Repeat the routine with *no, row, and host*.

Quick Check

Can children blend sounds in words with /ō/o, oa, ow? If not, use the Additional Instruction on pp. 276–279.

Words to Know

► High-Frequency Words: *people, about, move, by*

Objective Read high-frequency words

- Place **Word Cards** *people, about, move, and by* facedown.
- Tell children that you will turn over the **Word Cards** one at a time for them to read.
- Turn the cards over one at a time and have children chorally call out each word.
- Mix and repeat.

CORRECTIVE FEEDBACK

Point to, say, and spell *move*. *This word is move.*
Point to it and say it with me: *move*. It is spelled *m-o-v-e*. Spell it with me. What word did you spell?
Let's use it in a sentence about a vehicle.

Quick Check

Can children read *people, about, move, and by*? If not, use the Additional Instruction on pp. 276–279.

► Oral Vocabulary: Transportation Words

Objective Develop oral vocabulary

- **Confirm** Remind children that *move, travel, and vehicle* are words that we can use to talk about transportation.
- **Discuss** Define other words that have to do with transportation, such as *pedestrian* and *passenger*.
- **Connect** Have children take turns acting out being passengers on different types of vehicles. Then have them all act out being pedestrians.

For Additional Instruction, see pages 276–279.

► Build Fluency: Word Automaticity

Objective Improve word accuracy

- Display **Reading Triumphs** page 98. Read each word in “Working with Words,” blending the sounds as you read. Have children blend or say each word after you.
- **Reread** Have children **reread** the previous story from **Reading Triumphs**. Circulate and listen in.

Time to Read

► Read “Let’s Go!”

Objective Ask questions: Retell

I Do **Before Reading** Tell children that as they read “Let’s Go!” again, they can ask themselves questions about the information and details in the selection. *Asking ourselves questions about the information and details, and then finding the answers, can help us to better retell the selection.*

We Do **During Reading** Reread the selection together, pausing as needed to support children’s comprehension. Model asking questions. On page 101, say: *I can ask myself why riding a bike can help us grow strong. I’ll think about the text and use what I already know to figure out the answer. The words say that you can ride up a big hill. I know that the rider makes the bike go. So riding up a hill is hard work, and hard work makes you grow stronger. Now I understand why riding a bike makes you strong. This will help me to retell the selection.*

You Do **After Reading** Have pairs of children reread the selection together. Prompt partners to ask each other questions about the information and details. Guide children to use the text and photographs to answer their own questions.

► Build Fluency: Connected Text

Objective Model fluency

Echo-Read Read the selection one page at a time and ask children to read each page after you. Have them read at the same speed and with the same expression that you use.

► Write

Objective Write letters, words, and questions

- Use the **Sound-Spelling WorkBoards**. Say the sounds: /ā/, /ō/, /bl/, /g/, /tr/, /n/, /pl/, /r/. Have children write the letters, including the spellings *ai, a_e, o,* and *ow*. Say each word: *go, blow, row, plane, train*. Have children write each word.
- Have children write a question about one of the forms of transportation in “Let’s Go!”

See the Writing lessons on page 251.



Reading Triumphs

Materials

- Reading Triumphs pp. 100–106
- Take-Home Book; Practice Book pp. 145–146
- Listening Library
- Assessment Book
- Photo Cards: *boat, bowl, box, elbow, goat, hippo, snow, soap, train, up, yellow, yo-yo*

Online Resources

- Bibliography

Working with Words

► Phonemic Awareness

Objective Review phonemes

- I Do**
- Listen as I say a word in parts: /k/ /ō/ /t/. I can blend these sounds: /kōōt/. Say it with me: *coat*.
 - The sound in the middle of *coat* is /ō/.
 - Repeat this procedure with *show* and *so*. Point out that these two words have the /ō/ sound at the end.

- We Do**
- Display **Photo Card** *goat*.
 - Have children segment and blend the word *goat* with you: /g/ /ō/ /t/, /gōōt/, *goat*. *Where in the word do you hear the long o sound?*
 - Display **Photo Card** *soap*.
 - Have children segment and blend the word *soap* with you: /s/ /ō/ /p/, /sssōōp/, *soap*. Have them tell where they hear the long o sound.

- You Do**
- Have children sit in a circle. Place all twelve of the **Photo Cards** facedown on the floor.
 - Ask children to take turns picking a card, naming the photo, and showing the picture name. If the picture name has the long o sound spelled o, oa, or ow, children should stand up.
 - Have children who stand say the picture name aloud, say the sounds in the name, and suggest another word of their choice with /ō/.
 - Continue the activity until all the **Photo Cards** are identified.

► Phonics

Objective Review blending /ō/o, oa, ow words

- I Do**
- Say the word *crow*. Write the word *crow* on the board. Underline the ow in *crow*. *In crow, the long o sound is spelled ow.*
 - Say the word *so*. Write the word *so* on the board, starting a new column. Underline the o in *so*. *In so, the long o sound is spelled o.*
 - Say the word *toad*. Write the word *toad* on the board, starting a third column. Underline the oa in *toad*. *In toad, the long o sound is spelled oa.*

- We Do**
- Display **Photo Cards** *goat* and *soap*. Ask children to read the words on the backs of the cards.
 - *Where do you hear the long o sound in goat and soap? How is the long o sound spelled?*
 - *Which column do the words goat and soap belong in?* Write *goat* and *soap* under *toad*.

- You Do**
- Point to the word *crow* on the board. Have children look for other words with /ō/ow in books, magazines, and posters. Help children to write the /ō/ow words they find in the correct column on the board.
 - Repeat for /ō/oa and /ō/o.
 - Guide children to use the words they find in silly sentences, such as *Goats and crows do not like yellow trolls.*

Words to Know

► High-Frequency Words: *people, about, move, by*

Objective Review high-frequency words

- Say each high-frequency word, one at a time: *people, about, move, and by*.
- Have children spell and write each word.
- Have children write a sentence using at least one of the high-frequency words.
- Have partners share their sentences and then read each other's sentence aloud.

ELL Model using each word in a sentence. For more support, see pages T6 and T7.

Time to Read

► Read Take-Home Book

Objective Review ask questions: Retell

- Reread and review "Let's Go!" using the **Listening Library** audio selection. Then read the **Take-Home Book** selection together with children.
- Have children whisper-read the **Take-Home Book** selection independently. Listen while children read, offering guidance as necessary.
- Prompt children to ask themselves questions about the information and to retell the selection.

See **Practice Book** pages 145–146.

► After Reading

Invite pairs of children to respond to "Let's Go!" and the **Take-Home Book** selection. Guide children to ask each other questions, such as:

- What information did you read first? What did you read next?
- How are the two selections similar? Different?

CORRECTIVE FEEDBACK

Model retelling the **Take-Home Book** selection. Pause to retell the important information.

Quick Check

Can children retell? If not, use the Additional Instruction on pp. 276–279.

► Build Fluency: Connected Text

Objective Increase reading speed

- Have pairs of children take turns reading aloud the **Take-Home Book** selection to each other. Before they begin reading, review the selection and point out the punctuation marks in the text.
- Guide children to read the selection aloud with expression. Remind them to pause and stop where the punctuation marks dictate.

► Writing

Objective Write and share simple sentences

- Have children write simple sentences retelling some of the information in "Let's Go!" or the **Take-Home Book** selection.
- Encourage children to write high-frequency words and words with /ō/ spelled *o, oa, or ow*.
- Invite children to share their sentences.

See the Writing lessons on page 251.

Invite children to read the **Take-Home Book** selection to their family and friends.

► Self-Selected Reading

Objective Read independently

Have children select books to read on their own. See the Online Bibliography for suggested titles.

Weekly Assessment

Have children complete the Weekly Assessment on **Assessment Book** pages 146–149.

Fluency Use the passage on **Assessment Book** pages 42–43.

Lesson 11

Grammar

Go and Do: Present Tense

Writing

Shared Writing

Lesson 12

More Word Work

Syllabication

Grammar

Go and Do: Past Tense

Writing

Interactive Writing

Lesson 13

Grammar

Mechanics

Writing

Trait: Organization

Independent Writing:

Focus and Plan,
Prewrite and Draft

Lesson 14

More Word Work

Word Sort: Long o (o, oa, ow, oe)

Writing

Independent Writing:

Revise and Edit

Lesson 15

Writing

Independent Writing:
Publish and Present

More Word Work

Materials

- large index cards with *blow, coat, doe, goes, grow, moat, so, toe* and **spelling words** *boat, go, no, row, slow*
- pocket chart
- reference books on transportation

► Syllabication with Approximation

Objective Blend words with schwa sound

- Write the word *open* on the board. Point out the two syllables. *When I put the two syllables together, it sounds like this: ō-pen. This sounds like a word I know. I'll change the way I say the last syllable to get the word I know: ō-pən.*
- Explain to children that in many words with two syllables, some vowels may sound a little different than they do in one-syllable words. Have children practice approximating sounds with the words *golden, basket, and button*. Have children chorally repeat all the words.

► Word Sort with Long o (o, oa, ow, oe)

Objective Sort words with long o

- Write the word *Joe* on the board. Point to the letters as you pronounce the word: *Listen as I say the sounds in this name: /j/ /ō/, /jō/, Joe. The letters oe are another way to spell the long o sound. Say it with me: Joe.*
- Place the cards for *go, boat, blow, and toe* in four columns in the pocket chart. Point to the letters as you pronounce the words and review these four different spellings of long o: /ō/.
- Hold up the card for *no*. Point to the letters as you pronounce *no*: /n/ /ō/, /nō/. Model placing the card for *no* under *go*.
- Repeat for other cards, having children sort them. Then have them chorally read all the words.

Grammar

► Verbs: Go and Do

Objective Understand how to use go and do

Remind children that a *verb* tells about an action that someone or something is doing.

Present Tense

- Review that a verb that tells about something happening now is called a *present-tense verb*.
- Explain to children that *go* and *do* are action verbs. Write and read aloud these sentences:
I/You/We/They go to the show.
He/She/It goes to the show.
I/You/We/They do many jobs.
He/She/It does many jobs.
- Point out that these forms of *go* and *do* are used for the present tense.

Past Tense

- Review that a verb that tells about something that happened before is called a *past-tense verb*.
- Write on the board: *go = went* and *do = did*. Explain that *go* and *do* have different spellings in the past tense.
- Write and read aloud these sentences:
I/You/We/They went on the boat.
He/She/It went on the boat.
I/You/We/They did a lot of rowing.
He/She/It did a lot of rowing.
- Write these sentences:
1. *I _____ to school now. (go, went)*
2. *He _____ to school yesterday. (go, went)*
3. *We _____ school work now. (do, did)*
4. *He _____ school work now. (do, does)*
- Have children complete the sentences with the correct verb and chorally read the sentences.

► Mechanics: Capitalize Proper Nouns

- Review with children that the names of particular people, places, and things are called *proper nouns*. They begin with a capital letter.
- Write and read aloud: *My name is Joan. I live on Grove Street. I have a dog named Snowball.* Have children identify the proper nouns and tell if they need to begin with a capital letter.

Writing Report

Objective Compose a report

► Shared Writing

- Discuss with children the different forms of transportation in the selection “Let’s Go!”
- Tell children that they will be writing sentences for a report about a particular way to get around.
- Have children tell about a way they like to get around. Record children’s responses.
- Use children’s suggestions to write a sample sentence: *I like to go on trains.*
- Point out the verbs *go* and *do* in the sentences.

► Interactive Writing

- Draw a two-column chart with the headings “Way of Getting Around” and “Details.”
- Ask children to identify their favorite way of getting around. Record children’s responses on the chart.
- Tell children to give details about why they like that form of transportation. Have them describe details about their choice. Record children’s responses on the chart.
- Model sentences by writing from the suggestions: *I like to ride on trains. I see many things from the train. I can get up and walk on a train.*
- Once a sentence is generated, repeat it several times for children. Have children share the pen to help write words or add a punctuation mark. Repeat with more sentences.
- Point out the verbs *go* and *do* in the sentences.

► Writing Trait: Organization

- Tell children that writers should make a plan before they write a report. First, they can think about the main idea of their report. Then, they can add details to support the main idea.
- Point out that if you were to write a report about your favorite way to travel, you would want to give details about that form of transportation and why you like it.
- Write and read: *I like to go on planes. I can see things I can’t see from the ground.* Point out that the second sentence gives a detail about why the author likes planes.

► Independent Writing

Focus and Plan

- Ask children to make a list of details about their favorite way to travel.

Prewrite and Draft

- Have children draft sentences for their reports. Remind children that the first sentence tells about the main idea of the report. The sentences that follow are details that support the main idea.
- Tell children to give reasons why they chose that form of transportation.
- Encourage children to look through reference materials about their transportation choice.

Revise and Edit

- Ask children to check that their sentences are clear and give reasons why that mode of transportation is their favorite.
- Have children work with a partner and read each other’s sentences. *Did the report tell you why that form of travel is your partner’s favorite?*

ELL Have children draw a picture of their favorite way to travel. Write: *I like to travel by _____. I like it because _____. Work with children to fill in the sentences. Help children find information about their favorite way to travel in the reference materials.*

Publish and Present

- Have partners read their reports to the class.
- Create a class My Favorite Way to Travel book.



Reading Triumphs

Materials

- Reading Triumphs pp. 108–109
- Practice Book p. 147
- Sound-Spelling WorkBoards
- Large Letter Cards: *a, e (2), g, h (2), i, y*
- Word Cards: *about, by, every, move, never, out, people, should*
- hand puppet

- markers or counters
- pocket chart

Online Resources

- **IWB** Interactive White Board Phonics Lessons

Working with Words

Phonemic Awareness

Objective Blend phonemes

Read aloud the following rhyme. Then reread it and invite children to chime in with you:

I kind of feel like I can fly
When I swing so very high.

I Do Listen as the puppet says some words from the rhyme sound by sound, then strings them together: /k/ /ī/ /n/ /d/, /kīīnnnd/, *kind*; /f/ /l/ /ī/, /ffllllīī/, *fly*.

We Do Say *kind, fly, and high* aloud again. Let's say these words together: *kind*, /k/ /ī/ /n/ /d/; *fly*, /f/ /l/ /ī/; *high*, /h/ /ī/. Listen for the /ī/ sound.

Repeat with *try, might, and find*.

You Do Model how to place markers in the sound boxes on the **Sound-Spelling WorkBoard** for each sound in the word *fly*.

Ask children to orally blend the phonemes as you point to each marker.

Repeat with *cry, wild, and night*.

See **Practice Book** page 147.

CORRECTIVE FEEDBACK

Model how to blend the word *might* using onset and rime. Let's say the word *might* in this way: /m/ /īt/, *might*. Now let's blend *might*: /mmmīīt/, *might*. Continue with *kind, bright, and sky*.

Quick Check

Can children blend phonemes? If not, use the Additional Instruction on pp. 276–279.

Phonics

Objective Blend words with /ī/i, y, igh

Review Show the following **Large Letter Card** pairs as children say each sound: *ai, ay, ee, ea*. Mix the cards and repeat.

I Do Display **Letter Card y**. The letter *y* can sometimes stand for the long *i* sound: /ī/. This is the sound at the end of *my* and *fly*.

Repeat with **Letter Card i** and the words *kind* and *mild*, then **Letter Cards i, g, h**, and the words *high* and *might*.

We Do Write *fly* on the board. Circle the *y* and remind children that *y* can stand for /ī/. Have children chorally say /ī/ as you point to the letter.

Listen as I point to the letters and say the sounds in *fly*: /f/ /l/ /ī/. I hear the /ī/ sound at the end of *fly*. Try it with me: /f/ /l/ /ī/, /ffllllīī/, *fly*.

Repeat this procedure with *my, high, and kind*.

You Do Model blending these words sound by sound. Then have children repeat.

kind try might high sky bright

IWB Online Phonics Lessons: Long *i* (*i, ie, igh, y*)

CORRECTIVE FEEDBACK

Write the word *fly* on the board. Draw a line under the *y*. This letter stands for the /ī/ sound at the end of *fly*: /f/ /l/ /ī/, *fly*. Let's blend the word *fly* together: /ffllllīī/, *fly*. Repeat with *my*. Then repeat the routine for /ī/i with *kind* and for /ī/igh with *high*.

Quick Check

Can children blend words with /ī/i, y, igh? If not, use the Additional Instruction on pp. 276–279.

Words to Know

► Review High-Frequency Words

Objective Read and use previously introduced high-frequency words

- Review high-frequency words introduced in Unit 4, Week 3. *Let's review words we learned before.*
- Hold up **Word Cards** *people, about, move, and by*, one at a time. Have children read each word.
- Have children use each word in a sentence.

► High-Frequency Words: *every, should, never, out*

Objective Read high-frequency words

- Display **Word Cards** *every, should, never, and out* in the pocket chart.
- Have children **read, spell, and write** *every*. Point to and say the word *every*. *This is the word every. It is spelled e-v-e-r-y. I read every day.*
- Follow the same steps to introduce *should, never, and out*.
- Have children make up sentences using the words. Provide sentence starters such as *A friend should always _____* or *A friend should never _____*. Write the completed sentences on the board.

CORRECTIVE FEEDBACK

Point to, say, and spell *every*. *This word is every. Point to the word and say it with me: every. It is spelled e-v-e-r-y. Spell it with me. What word did you spell?*

Quick Check

Can children read *every, should, never, and out*? If not, use the Additional Instruction on pp. 276–279.

► Oral Vocabulary: Cooperation Words

Objective Develop oral vocabulary

- **Define** Talk about the words *cooperate* and *teamwork* as words that we can use when we discuss working together. Introduce another word that tells about cooperating, such as *collaborate*.
- **Example** Use each word in a sentence. *We won the game because of our teamwork.*
- **Ask** Ask children to use the words *cooperate* and *teamwork* as they discuss a project that they have done in class.

► Build Fluency: Word Automaticity

Objective Improve word accuracy

Display **Reading Triumphs** page 108. Read each word in “Working with Words,” blending the sounds or saying the words as you read. Have children blend or say each word after you.

Time to Read

► Read “Keep Trying!”

Objective Read words in connected text

- Have children read aloud “Words to Know.”
- **Choral Reading** Read the story together.
- **Independent Reading** Then have children whisper-read the story independently. Listen while children read, offering guidance as necessary.
- **Partner Reading** Finally, ask children to partner-read “Keep Trying!”

► Write

Objective Write letters, words, and sentences

- Use the **Sound-Spelling WorkBoards**. Say the sounds: /i/, /r/, /tr/, /f/, /b/, /nd/, /d/, /k/. Have children write the letters, including *i, y, and igh* for /i/. Say each word: *ride, bike, find, try*. Have children write each word.
- Have children write sentences about how Pig learned to ride a bike.

ELL Write each word, blending the sounds to form the word. Then share the pen with children, having them write the letters that they know.

See the Grammar and Writing lessons on pages 262–263.



Reading Triumphs

Materials

- Reading Triumphs pp. 108; 110–117
- Practice Book p. 148
- Sound-Spelling WorkBoards
- Large Letter Cards or Letter Tiles: *a, b, d, e, f, g, h (2), i, k, l, m, n, o, r, s, t, u, y*
- Word Cards: *every, never, out, should*
- hand puppet

- markers or counters

Online Resources

- **IWB** **Interactive White Board** Comprehension Lessons
- Graphic Organizer: Plot Chart

Working with Words

► Phonemic Awareness

Objective Identify phonemes in isolation

Read aloud the following rhyme. Then reread it and invite children to chime in with you:

I kind of feel like I can fly
When I swing so very high.

I Do Listen as the puppet says each word slowly. All the words have the long *i* sound: /ī/:

kind fly high

- We Do**
- Ask children to say each word after you, stretching the sounds: *kind, fly, high*.
 - Listen as I say the sounds in each word: /kīīnnnd/, *kind*; /ffflīīīī/, *fly*; /hīīīī/, *high*.
 - What vowel sound do you hear in each word? Let's say it together: /ī/. This is the long *i* sound.

- You Do**
- Tell children that you will say four words. Ask children to listen for words with /ī/ and say the words after you. Say: *sigh, sap, flip, fly*.
 - Which words have the /ī/ sound?
 - Repeat with *mind, mat, bright, brag*; and *ship, shy, try, truck*.

CORRECTIVE FEEDBACK

Using the sound boxes on the **Sound-Spelling WorkBoards**, model how to isolate the sounds in the word *kind*. Stretch the sounds as you drag one marker onto each box. Have children repeat the procedure. Continue with *might, high, and sky*.

Quick Check

Do children recognize /ī/? If not, use the Additional Instruction on pp. 276–279.

► Phonics

Objective Blend words with /ī/i, y, igh

Review Show the following **Large Letter Card** sets as children say the long vowel sounds: *a_e, i_e, o_e, u_e*. Mix the cards and repeat.

- I Do**
- Use **Letter Cards** or **Letter Tiles** *f, l, y*.
 - Model blending. The letter *f* stands for the sound /f/. The letter *l* stands for the sound /l/. The letter *y* can stand for the sound /ī/. Listen as I blend all three sounds together: /ffflīīīī/, *fly*.
 - Repeat with *my, mild, and might*.

- We Do**
- Blend *kind*: /kīīīīīīīī/. Blend it with me.
 - Let's change the *k* in *kind* to *f*. What word did we make? Let's blend the sounds together.
 - Repeat to build and blend *by, my* and *high, sigh*.

- You Do**
- Guide children to change the *s* in *sigh* to *m* and add *t* to the end. What word did you make? What sounds changed to make the word *might*?
 - Continue to have children change letters to build and blend these words:
night sight slight sly try tight

See **Practice Book** page 148.

- ELL** Make the /ī/ sound and point out correct mouth position. Have children repeat. Then, as children practice words in the lesson with /ī/i, y, igh, review the meanings of words that can be demonstrated in a concrete way. For example, point to a light in the classroom. Provide such sentence frames as *When it's dark, we can turn on a _____ to help us see more easily*. Allow children time to respond. For more support, see pages T6 and T7.

See the More Word Work lessons on page 262.

Words to Know

► High-Frequency Words: *every, should, never, out*

Objective Read high-frequency words

- Hold up the **Word Cards** one at a time: *every, should, never, and out*. Have children **read, spell, and write** each word.
- Then ask children to call out the words as you point to each card. Repeat in random order at varying speeds.

CORRECTIVE FEEDBACK

Point to, say, and spell *should*. *This word is should. Point to the word and say it with me: should. It is spelled s-h-o-u-l-d. Spell it with me. What word did you spell?*

Quick Check

Can children read *every, should, never, and out*? If not, use the **Additional Instruction** on pp. 276–279.

► Oral Vocabulary: Cooperation Words

Objective Develop oral vocabulary

- Remind children of a time when they collaborated on a class project.
- **Define** Tell children that *collaborate* means "to work together to get something done."
- **Example** Use *collaborate* in a sentence: *We can all collaborate to make a class book.*
- **Ask** *When is a time that you might collaborate with a classmate?*

► Build Fluency: Word Automaticity

Objective Improve word accuracy

Display **Reading Triumphs** page 108. Read each word in "Working with Words," blending the sounds or saying the words as you read. Have children blend or say each word after you. Then say the words in random order. Have children point to the word you say.

Time to Read

► Read "The Light"

Objective Visualize: Plot

Before Reading Preview the story by reading aloud the title.

- Help children set a purpose for reading: *What do you think this story might be about? Let's find out.*
- Have children read aloud "Words to Know."

During Reading Read the story together. Use a Plot Chart to record what happens in the beginning, middle, and end of the story. Guide children in a choral reading, pausing to check comprehension. After page 111, ask: *What happens in the beginning of the story?* After page 113: *What happens in the middle of the story?* After page 116: *What happens at the end of the story?*

After Reading Remind children that as they read they can think about what is happening in the beginning, the middle, and the end of the story. *In most stories, the character has a problem in the beginning of the story; he tries to solve it in the middle; and he finds a solution in the end. In the beginning of "The Light," Pig has a problem. In the middle, Pig and his friends collaborate to try to solve the problem. And, in the end, they find a solution!*

IWB **Online Comprehension Lessons:** Problem and Solution

► Comprehension Check: **Text Evidence**

Display page 117. Guide children to retell the story. Have them use evidence in the text and illustrations to answer the **Think About It** questions.

► Write

Objective Write letters, words, and sentences

- Use the **Sound-Spelling WorkBoards**. Say the sounds: /i/, /h/, /t/, /l/, /tr/. Have children write the letters and these words: *light, try, high*.
- Have children write sentences about part of the plot of "The Light."

See Grammar and Writing lessons on pages 262–263.



Reading Triumphs

Materials

- Reading Triumphs pp. 108; 110–116
- Practice Book pp. 149–150
- Sound-Spelling WorkBoards
- Large Letter Cards: *c, g, h, i, l, p, r, s, t, y*
- Word Cards: *every, never, out, should*
- Comprehension Cards
- hand puppet

- markers and counters
- pocket chart

Online Resources

- **IWB** Interactive White Board
- Comprehension Lessons
- Graphic Organizer: Plot Chart

Working with Words

► Phonemic Awareness

Objective Segment phonemes

Read aloud the following rhyme. Then read it again and invite children to chime in with you:

I don't mind the sky at night,
I sigh and just turn off the light.

- I Do** ■ Listen as the puppet says each sound in a word: *mind*, /m/ /ī/ /n/ /d/; *sigh*, /s/ /ī/; *light*, /l/ /ī/ /t/.

- Point out the /ī/ sound in each word.

- We Do** ■ Place markers in the sound boxes on the **Sound-Spelling WorkBoards** for *light*.

- Let's say the word *light* together. There are three markers to stand for three sounds: /l/ /ī/ /t/. Listen as I say each one: /l/ /ī/ /t/, *light*. Let's say the sounds again.

- Repeat with *try*, *find*, and *high*.

- You Do** ■ Have children place markers in the sound boxes for the sounds in the words *wild* and *why*, placing one marker as they say each sound.

- Have children repeat to segment other long *i* words, such as *by*, *fight*, *child*, and *mind*.

CORRECTIVE FEEDBACK

Listen as I say these words: *sky*, *my*. Now listen as I say each sound in the words: /s/ /k/ /ī/ /m/ /ī/. What sound do you hear at the end of each of these words? Let's say this sound together: /ī/. Repeat with *fry* and *by*.

Quick Check

Can children segment phonemes? If not, use the Additional Instruction on pp. 276–279.

► Phonics

Objective Blend words with /ī/i, y, igh

Review Show these **Large Letter Card** sets as children say the sounds: *scr*, *spl*, *spr*, *str*. Mix, repeat.

- I Do** ■ Display **Letter Cards** *i*, *g*, *h*. The letters *i*, *g*, and *h* together can stand for the long *i* sound: /ī/. This is the sound in the middle of *sight*: /sssīīt/, *sight*.

- Write the word *sight* on the board. Circle the letters *igh* as you say the sound /ī/.

- Repeat with **Letter Card** *i* for the words *wild* and *find* and **Letter Card** *y* for the words *by* and *spy*.

- We Do** ■ Write the words *might* and *my* on the board.

- Listen as I say *might*: /mmm/ /īī/ /t/. I hear /ī/ in the middle of *might*. It is spelled *igh*. Circle *igh*.

- Listen as I say *my*: /mmm/ /īī/. What sound do you hear at the end of *my*? What letters stand for this sound in *my*? Circle *y*.

- Repeat with *sight*, *sigh*, and *sky*.

- You Do** ■ Write the words below on the board. Have children copy each word on their **WorkBoards** and circle the letters that stand for /ī/.

night shy kind sigh right mild cry

► Structural Analysis

Objective Read multisyllabic words with approximate sounds

- Write *pilot*. Point out the two syllables. When I put the syllables together, it sounds like this: *pi-lot*. This sounds like a word I know. I'll change the way I say the second syllable to get the word I know: *pi-lăt*.

- Explain that in many words with two syllables or more, some vowels may sound a little different than they do in one-syllable words. Have children practice approximating sounds with: *tonight*, *item*, *button*, *simplify*.

Words to Know

► High-Frequency Words: *every, should, never, out*

Objective Read high-frequency words

- Display **Word Cards** *every, should, never, and out* in the pocket chart.
- Say the word *every*. Have children point to and spell the word aloud.
- Follow the same steps to review the words *should, never, and out*.

See **Practice Book** page 149.

► Oral Vocabulary: Cooperation Words

Objective Develop oral vocabulary

- **Discuss** Remind children that *cooperate, teamwork, and collaborate* are words we can use to describe working together. *We can cooperate and work together on a project.*
- **Connect** Ask children to use the words as they act out working together.

► Build Fluency: Word Automaticity

Objective Improve word accuracy

Display **Reading Triumphs** page 108. Read each word in “Working with Words,” blending the sounds or saying the words as you read. Have children blend or say each word after you.

Reread Have children **reread** the previous story from **Reading Triumphs**. Circulate and listen in.

Time to Read

► Read “The Light”

Objective Visualize: Plot

- I Do**
- Remind children that as they read they can think about the plot and what happens in the beginning, the middle, and the end of the story.
 - *As I reread “The Light,” I can think about what happens in each part of the story. I can also pay attention to what problem the main character, Pig, has and how he tries to solve the problem. This will help me understand the story’s plot.*

- We Do**
- Guide children in a rereading of “The Light.” Pause after reading page 110. *In the beginning of the story, we learn that Pig has a problem. His light is out, and he cannot reach it. Now that I understand the character’s problem, I will pay attention to how he tries to solve it. We read that Pig asks Dog to help him. Let’s pay attention to how Pig and his pals try to solve Pig’s problem as we read the middle and the end of the story.* Prompt children to point out what happens as you continue reading.

- You Do**
- Have partners reread “The Light” together. Tell children to think about what happens in each part of the story and to pay attention to how the characters solve the problem. Guide them to use the evidence in the text and the illustrations and to record their ideas on the Plot Chart.

See **Practice Book** page 150.

- ELL** Provide sentence starters to help children describe the plot in “The Light”: *In the beginning, Pig _____. For more support, see pages T6 and T7.*

IWB **Online Comprehension Lessons:** Problem and Solution

CORRECTIVE FEEDBACK

If children cannot identify the plot and the problem and solution, use **Comprehension Cards: Problem and Solution**.

Quick Check

Can children identify the plot? If not, use Additional Instruction on pp. 276–279.

► Write

Objective Write letters, words, and sentences

- Use the **Sound-Spelling WorkBoards**. Say the sounds: /ī/, /ē/, /ī/, /t/, /h/, /r/, /e/, /p/, /ch/, /o/. Have children write the letters, including the spellings *igh* and *y*. Say each word: *help, top, reach, high, try*. Have children write each word.
- Have children write about how the characters cooperate to solve Pig’s problem.

See Grammar and Writing lessons on pages 262–263.



Reading Triumphs

Materials

- Reading Triumphs pp. 108; 110–116
- Large Letter Cards or Letter Tiles: *b, c, d, f, g, h, i, k, l, m, n, r, s, t, w, y*
- Word Cards: *every, never, out, should*
- Sound-Spelling WorkBoards
- hand puppet

Working with Words

► Phonemic Awareness

Objective Identify phonemes in isolation

Read aloud the following rhyme. Then reread it and invite children to chime in with you:

I don't mind the sky at night,
I sigh and just turn off the light.

- I Do**
- Use the puppet to model how to isolate sounds.
 - Listen as the puppet slowly says *night, mind, and sky*. Listen to the /i/ sound in each word.

- We Do**
- Ask children to say each word slowly after you: *night, mind*.
 - What sound do you hear in the middle of each word? Do you hear the /i/ sound?
 - Repeat with *sigh, sky, and try*. What sound do you hear at the end of each word? Do you hear /i/? Have children segment the sounds with you.

- You Do**
- Tell children that you will say some words. Ask children to listen for the words with the /i/ sound. If the word has the /i/ sound, raise your hand up high.
 - Say these words: *high, spill, spy, sit, sight, sky, by, met, kind, kit, bright*.
 - Repeat with these words: *try, mild, gate, peach, fright, my, might, save, fry, stick, sigh*.

ELL Make the /i/ sound and model correct mouth position. Have children repeat. Do the same for /ē/. Have children practice saying minimal contrast word pairs: *might/meat, fly/flea, high/he*. For more support, see pages T6–T7.

► Phonics

Objective Blend words with /i/i, y, igh

Review Show these **Large Letter Cards** as children say the sounds: *ch, wh, cr, tr*. Mix the cards and repeat.

- I Do**
- Use **Letter Cards** or **Letter Tiles** *m, i, n, d*.
 - The letter *m* stands for /m/. The letter *i* can stand for /i/. The letter *n* stands for /n/. The letter *d* stands for /d/. Listen as I blend these sounds: /mmmīīnnnd/, *mind*. Say it with me: *mind*.
 - Repeat with *kind, try, and high*.

- We Do**
- Let's change the *h* in *high* to *s*. What word did we make? Let's blend the sounds: /sssīīī/, *sigh*.
 - What sound is at the end of *high* and *sigh*? What letters in these words stand for that sound?
 - Repeat the procedure, guiding children to build and blend *slight* and *bright, fly* and *try*. What letters stand for the /i/ sound?

- You Do**
- Guide children to change the *t* in *try* to *d*. What word did you make? What letter stands for /i/?
 - Repeat this procedure as children change letters to build and blend *fry, fright, and find*. What letters stand for /i/ in each word?

See the More Word Work lessons on page 262.

CORRECTIVE FEEDBACK

Give five children **Letter Cards** *n, i, g, h, t*. Model blending *night*. Have the children with **Letter Cards** *i, g, h* say /i/ and write *igh*. Have other children say /i/. Repeat for *n*, blending /nnnīīī/. Repeat for *t*, blending /nnnīīīt/. Continue with *fly, sigh, and kind*.

Quick Check

Can children blend sounds in words with /i/i, y, igh? If not, use the Additional Instruction on pp. 276–279.

Words to Know

► High-Frequency Words: *every, should, never, out*

Objective Read high-frequency words

- Place **Word Cards** *every, should, never, and out* facedown.
- Tell children that you will turn over the **Word Cards** one at a time for them to read.
- Turn the cards over one at a time and have children chorally call out each word.
- Mix and repeat.

CORRECTIVE FEEDBACK

Point to, say, and spell *out*. *This word is out. Point to the word and say it with me: out. It is spelled o-u-t. Spell it with me. What word did you spell?*

Quick Check

Can children read *every, should, never, and out*? If not, use the Additional Instruction on pp. 276–279.

► Oral Vocabulary: Cooperation Words

Objective Develop oral vocabulary

- **Confirm** Remind children that *cooperate, collaborate, and teamwork* are words we can use to describe working together.
- **Discuss** Talk about other words that can describe cooperating, such as *partnership*.
- **Connect** Have children make up sentences using these words to describe work they have done with a partner in class.

For Additional Instruction, see pages 276–279.

► Build Fluency: Word Automaticity

Objective Improve word accuracy

Display **Reading Triumphs** page 108. Read each word in “Working with Words,” blending the sounds or saying the words as you read. Have children blend or say each word after you.

Reread Have children **reread** the previous story from **Reading Triumphs**. Circulate and listen in.

Time to Read

► Read “The Light”

Objective Visualize: Plot

I Do **Before Reading** Tell children that as they read “The Light” again, they can try to visualize the story events that are not shown in the illustrations. *We can create pictures in our mind of events that are not shown in the illustrations. This can help us to better understand the plot.*

We Do **During Reading** Reread the story together, pausing as needed to support children’s comprehension. Model visualizing story events. On page 111, say: *The words say that Dog got on top of Pig. I can try to picture in my mind, or visualize, how Dog might have gotten on top of Pig. I can see him climbing up Pig to get to his head. As we continue to read, try to visualize story events that are not shown in the illustrations.*

You Do **After Reading** Have pairs of children reread the story together. Prompt partners to visualize story events that are described in the words but are not shown in the illustrations.

► Build Fluency: Connected Text

Objective Model fluency

Echo-Read Read the story one page at a time and ask children to read each page after you. Have them read at the same speed and with the same expression that you use.

► Write

Objective Write letters, words, and a description

- Use the **Sound-Spelling WorkBoards**. Say the sounds: /ī/, /ē/, /l/, /ch/, /o/, /t/, /g/, /r/, /p/. Have children write the letters, including the spellings *ea* and *igh*. Say each word: *reach, light, got, top*. Have children write each word.
- Ask children to write a description of a story event that they visualized.

See the Writing lessons on page 263.



Reading Triumphs

Materials

- Reading Triumphs pp. 110–116
- Take-Home Book; Practice Book pp. 151–152
- Listening Library
- Assessment Book
- Photo Cards: *fly*, *knight*

- Large Letter Cards or Letter Tiles: *b, d, f, g, h (2), i, k, l, m, n, r, s, t, y*
- Comprehension Cards

Online Resources

- Bibliography

Working with Words

Phonemic Awareness

Objective Review phonemes

- I Do**
- Listen as I say a word in parts: /l/ /i/ /t/. I can blend these sounds: /llīīīt/. Say it with me: *light*.
 - The sound in the middle of *light* is /i/.
 - Repeat this procedure with *kind*, *find* and *try*, *my*.

- We Do**
- Invite children to sit in a circle.
 - Hold up **Photo Card** *knight*. Have children segment and blend the word *knight* with you: /n/ /i/ /t/, /nnīīīt/, *knight*. Say the name of this picture again with me: *knight*. Remember that the letters *kn* can stand for the /n/ sound.

- Give a child **Photo Card** *fly*. Ask that child to say the word *fly* and then another word with the /i/ sound, such as *fry*.
- Ask children to segment and blend both words with you: /f/ /l/ /i/, /ffīīīīīī/, *fly*.

- You Do**
- Give another child **Photo Card** *knight*. Ask the child to name the picture, then offer another word with the /i/ sound.
 - Ask children to chorally segment and blend that new word. Offer children guidance as needed.
 - Continue the activity until each child in the circle has had a turn to hold **Photo Card** *knight* and offer his or her new word with the /i/ sound.

Phonics

Objective Review blending /i/i, y, igh words

- I Do**
- Use **Large Letter Cards** or **Letter Tiles** *m, y*.
 - Listen as I blend these letters: /mmmīīī/, *my*.
 - Repeat this procedure with **Letter Cards** *t, r, i, g, h, n*, and *d*, building and blending the words *try*, *right*, and *mind*.
- We Do**
- Add the **Letter Card** *f*. Let's change the *m* in *mind* to *f*. Blend the sounds with me: /fff/ /īīī/ /nnnn/ /d/, /ffīīīīīīnnnd/. What word did we make?
 - Repeat with **Letter Cards** *b, s, l*, and *k* to build and blend *bind*, *sky*, *fly*, *flight*, and *bright*. Have children say each word with you.
- You Do**
- Say a sentence with a long *i* word missing, for example: *The sun is in the ____*. Have children guess the missing word. Then help them use the **Letter Cards** or **Letter Tiles** to spell *sky*.
 - Blend the sounds in this word: /ssskīīī/, *sky*. Which spelling of /i/ is in this word?
 - Repeat with other long *i* words spelled *i, y*, and *igh*, such as *find*, *mild*, *high*, *sight*, *by*, and *fly*.

Words to Know

► High-Frequency Words: *every, should, never, out*

Objective Review high-frequency words

- Say each high-frequency word, one at a time: *every, should, never, out*.
- Have children spell and write each word.
- Have children write a sentence using at least one of the high-frequency words.
- Have partners share their sentences and then read each other's sentence aloud.

ELL Model using each word in a sentence. For more support, see pages T6 and T7.

Time to Read

► Read Take-Home Book

Objective Review visualize: Plot

- Reread and review "The Light" using the **Listening Library** audio selection. Then read the **Take-Home Book** story together with children.
- Have children whisper-read the **Take-Home Book** story independently. Listen while children read, offering guidance as necessary.
- Ask children to visualize story events to help them understand the plot.

See **Practice Book** pages 151–152.

► After Reading

Have partners respond to "The Light" and the **Take-Home Book** story by asking each other the following questions:

- What happens in the beginning, middle, and end of the story?
- What is the character's problem? How is it solved?

CORRECTIVE FEEDBACK

If children cannot identify the plot and the problem and solution, use **Comprehension Cards: Problem and Solution**.

Quick Check

Can children identify the plot? If not, use **Additional Instruction** on pp. 276–279.

► Build Fluency: Connected Text

Objective Increase reading speed

- Review the **Take-Home Book** story and talk about the punctuation marks in the text. Have pairs of children take turns reading aloud the story to each other.
- Guide children to read aloud the story with appropriate expression, pausing and stopping where the punctuation marks dictate.

► Writing

Objective Write and share simple sentences

- Have children write simple sentences about the plot of the **Take-Home Book** story.
- Encourage children to write high-frequency words and words with /i/ spelled *i*, *y*, or *igh*.
- Invite children to take turns reading their sentences aloud.

See the Writing lessons on page 263.

Invite children to read the **Take-Home Book** story to their family and friends.

► Self-Selected Reading

Objective Read independently

Have children select books to read on their own. See the Online Bibliography for suggested titles.

Weekly Assessment

Have children complete the Weekly Assessment on **Assessment Book** pages 150–153.

Fluency Use the passage on **Assessment Book** pages 42–43.

Lesson 16

Grammar

See and Saw: present tense

Writing

Shared Writing

Lesson 17

More Word Work

Contractions: *Is* and *Not*

Grammar

See and Saw: past tense

Writing

Interactive Writing

Lesson 18

Grammar

Mechanics

Writing

Trait: Word Choice

Independent Writing:

Focus and Plan,
Prewrite and Draft

Lesson 19

More Word Work

Word Sort: Long *i* (*i*, *iy*,
igh, *ie*)

Writing

Independent Writing:

Revise and Edit

Lesson 20

Writing

Independent Writing:

Publish and Present

More Word Work

Materials

- large index cards with *find*, *fly*, *lie*, *light*, *mild*, *pie*, *right*, *sight*, *tie*, *try* and spelling words *by*, *high*, *kind*, *my*, *night*
- pocket chart

► Contractions with *Is* and *Not*

Objective Understand contractions with *is* and *not*

- Review that a *contraction* is formed when two or more words are put together. Some contractions are formed with *is* and some with *not*.
- Write and read: *it is* = *it's*, *she is* = *she's*, and *he is* = *he's*. Circle the apostrophes. An apostrophe takes the place of the letter *i* in *it's*, *she's*, and *he's*.
- Write and read: *do not* = *don't*, *did not* = *didn't*, *is not* = *isn't*, *are not* = *aren't*, and *cannot* = *can't*. I notice that in *don't*, *didn't*, *isn't*, and *aren't* an apostrophe takes the place of the letter *o*. In the word *can't*, the apostrophe takes the place of the letters *n* and *o*. Have children read all the words.
- Write and read aloud: *We are not yet up in the sky. I did not see the kite fly by*. Have children change the words *are not* and *did not* into contractions.

► Word Sort with Long *i* (*i*, *y*, *igh*, *ie*)

Objective Sort words with long *i*

- Write and pronounce the words: *pie*, *tie*, and *lie*: /pī/, /tī/, /lī/. Have children chorally repeat. Explain that words with the long *i* sound can be spelled with *i*, *y*, *igh*, or *ie*.
- Place the cards for *kind*, *by*, *night*, and *tie* in four columns in the pocket chart. Point to the letters as you pronounce the words.
- Hold up the card for *mild*. Point to the letters as you pronounce *mild*: /m/ /ī/ /l/ /d/, /mīld/. Model placing the card for *mild* under *kind*.
- Repeat, having children sort and read all the words.

Grammar

► Verbs: *See* and *Saw*

Objective Understand how to use *see* and *saw*

Remind children that a *verb* tells about an action that someone or something is doing.

Present Tense

- Review that a verb that tells about something happening now is called a *present-tense verb*.
- Explain to children that *see* is an action verb. Point out that *to see* means "to look at." Tell children that *see* is used when you tell about what is happening now.
- Write and read aloud these sentences: *I see a fly. You see a dog. They see a cat. We see bugs*. Point out that *see* is used for more than one person and when *you* or *I* is used.
- Write and read aloud: *He sees a bee. She sees a fly. It sees a bear. Meg sees a butterfly*. Explain that *sees* is also a present-tense verb and tells about another person looking.

Past Tense

- Review that a verb that tells about something that happened before is called a *past-tense verb*.
- Explain that the past-tense for *see* and *sees* is *saw*. Write and read aloud these sentences: *I saw tigers. Meg saw lions. They saw bears. We saw birds. You saw camels. Meg and Sam saw whales*.
- Write these sentences:
 1. *I _____ a rabbit. (sees, saw)*
 2. *He _____ a deer. (see, sees)*
 3. *We _____ a dragon. (sees, saw)*
 4. *Meg and Sam _____ a shark. (see, sees)*

Have children complete the sentences with the correct present- or past-tense verb and chorally read the sentences.

► Mechanics: Apostrophes in Contractions

- Review that an apostrophe takes the place of the letter *i* in the word *is* and the letter *o* in the word *not* in some contractions.
- Write and read aloud: *She is at the store. Peg did not find her.* Guide children to identify the words that can be made into a contraction. Have them tell how to change the words into a contraction.

Writing Story

Objective Compose a story

► Shared Writing

- Remind children that a story is a kind of writing that has a beginning, a middle, and an end. Stories usually have a problem and a solution.
- Discuss with children the stories they have read in class. Tell children that they will be writing a story about one of the characters they have read about.
- Have children name the story characters they read about in class. Guide them to think of other situations the characters might be in. List their responses.
- Use children's responses to write sample beginning sentences. For the story character Fox in "Up a Tree": *The next day Fox heard someone yelling. It was Dog. He was calling for help.*

► Interactive Writing

- Remind children of the story they began. Tell them that today they will help write the middle and end of the story. Have children describe what kind of trouble Dog might be in. Then have them think of a way for Fox to save Dog. Record children's responses.
- Model sentences by writing from the suggestions: *Dog fell in a hole. Fox ran to the hole. He had a rope.*
- Once a sentence is generated, repeat it several times for children. Have children share the pen to help write words or add a punctuation mark. Repeat with more sentences.
- Point out the verbs that children have used.

► Writing Trait: Word Choice

- Explain to children that writers can use words that are lively and interesting. They can use words to paint a picture for readers.
- Write and read aloud: *Dog jumped up and down. He hugged Fox.* Have children tell what picture these sentences paint in their minds.

► Independent Writing

Focus and Plan

- Have children choose another story character they have read about in class. Tell children that they will write another story for that character.

Prewrite and Draft

- Remind children that there is a beginning, middle, and end to a story. Tell them a story is more interesting when the story character faces a problem and there is a solution to the problem at the end of the story.
- Tell children to think of a problem for their story character. Then have them think of a way for the story character to solve the problem.
- Have children draft sentences for the beginning, middle, and end of their story.

Revise and Edit

- Ask children to check the sentences they wrote. Have them decide if the sentences are clear and in an order that makes sense.
- Have children work with a partner and read each other's stories. *Did your partner use interesting and lively words to describe the story characters?*

ELL Have children choose a story character. Ask them to think of something that story character might do. Have them draw three pictures to show what the character might do in the beginning, middle, and end of a story. Write: *First, _____. Then, _____. Last, _____. Guide children in filling in the sentences. Then have children write the sentences under their drawings.*

Publish and Present

- Have partners take turns reading their stories to the class.
- Create a class Stories book.



Reading Triumphs

Materials

- Reading Triumphs pp. 118–119
- Practice Book p. 153
- Sound-Spelling WorkBoards
- Large Letter Cards: *a, e (2), y*
- Word Cards: *every, never, other, out, pull, saw, should, two*
- hand puppet
- markers or counters
- pocket chart

Working with Words

► Phonemic Awareness

Objective Blend phonemes

Read aloud the following rhyme. Then reread it and invite children to chime in with you:

My puppy is very funny.
She hops like a little bunny.

- I Do**
- Use the puppet to model blending.
 - Listen as the puppet says words from the rhyme, sound by sound. Then listen as the puppet strings together these sounds: /p/ /u/ /p/ /ē/, /puuupēēē/, *puppy*; /f/ /u/ /n/ /ē/, /ffuuunnnēēē/, *funny*.

- We Do**
- I hear /ē/ at the end of *puppy* and *funny*.
 - Say *puppy* and *funny* aloud again. Let's say these words: *puppy*, /p/ /u/ /p/ /ēēē/; *funny*, /f/ /u/ /n/ /ēēē/. Listen for the /ē/ sound.
 - Repeat with *bunny/sunny* and *tummy/yummy*.

- You Do**
- Model how to place markers in the sound boxes on the **Sound-Spelling Workboard** for the word *funny*. Ask children to orally blend the phonemes as you point to each marker.
 - Repeat to have children blend *baby* and *ready*.

See **Practice Book** page 153.

CORRECTIVE FEEDBACK

Model blending the word *silly*: /s/ /i/ /l/ /ē/. Let's say the word *silly* together in this way: /s/ /i/ /l/ /ē/, *silly*. Now let's blend the word *silly* together: /sssiilllēēē/, *silly*. Continue with *fussy*, *messy*, and *lucky*.

Quick Check

Can children blend phonemes? If not, use Additional Instruction on pp. 276–279.

► Phonics

Objective Blend words with /ē/-y, -ey

Review Show each of the following **Large Letter Cards** and pairs as children say each long e spelling: *e, ee, ea*. Mix the spellings and repeat.

- I Do**
- Display **Letter Card y**.
 - The letter *y* can stand for /ē/. This is the sound at the end of *happy*. Listen: /h/ /a/ /p/ /ē/, *happy*.
 - Repeat with the words *sticky, candy, and muddy*.
 - The letters *ey* can also stand for /ē/. This is the sound in *key*. Listen: /k/ /ē/, *key*.

- We Do**
- Write the word *happy* on the board. Draw a line under the *y* in *happy*. Have children chorally say /ē/ as you point to the letter.
 - Listen as I point to the letters and say the sounds in *happy*: /h/ /a/ /p/ /ē/. I hear /ē/ at the end of *happy*. Try it with me: /h/ /a/ /p/ /ēēē/, *happy*.
 - Repeat with *sticky, candy, muddy, and key*.

- You Do**
- Model blending these words with children, sound by sound. Then have children repeat.
rainy daily penny hungry key

CORRECTIVE FEEDBACK

Write *silly* on the board. Have a volunteer draw a line under the *y* in *silly*. This letter stands for /ē/: /s/ /i/ /l/ /ē/, *silly*. Let's blend *silly*: /sssiilllēēē/, *silly*. Repeat with *sunny* and *empty*.

Quick Check

Can children blend words with /ē/-y, -ey? If not, use the Additional Instruction on pp. 276–279.

Words to Know

► Review High-Frequency Words

Objective Read and use previously introduced high-frequency words

- Review high-frequency words introduced in Unit 4, Week 4. *Let's review words we learned before.*
- Hold up **Word Cards** *every, should, never, and out* one at a time. Have children read each word.
- Have children use each word in a sentence.

► High-Frequency Words: *saw, other, pull, two*

Objective Read high-frequency words

- Display **Word Cards** *saw, other, pull, and two* in the pocket chart.
- Have children **read, spell, and write** *saw*. Point to and say the word *saw*. *This is the word saw. It is spelled s-a-w. Tell me about a movie you saw recently.*
- Repeat the same steps to introduce *other, pull, and two*.
- Have children make up sentences using the words. Provide sentence frames and starters such as *I like the other _____ better* or *Help me pull two _____*. Write the completed sentences on the board.

CORRECTIVE FEEDBACK

Point to, say, and spell *saw*. *This word is saw. Point to the word and say it with me: saw. It is spelled s-a-w. Spell it with me. What word did you spell?*

Quick Check

Can children read *saw, other, pull, and two*? If not, use **Additional Instruction** on pp. 276–279.

► Oral Vocabulary: Responsibility Words

Objective Develop oral vocabulary

- **Define** Talk about the words *chore, responsibility, and task* as words that can describe things we need to do. Introduce another word that describes a responsibility, such as *assignment*.
- **Example** Use each word in a sentence. *Feeding my puppy is a big responsibility.*
- **Ask** Have children use the words as they describe responsibilities they have at home.

► Build Fluency: Word Automaticity

Objective Improve word accuracy

Display **Reading Triumphs** page 118. Read each word in “Working with Words,” blending the sounds or saying the words as you read. Have children blend or say each word after you.

Time to Read

► Read “My Buddy”

Objective Read words in connected text

- Have children read aloud “Words to Know.”
- **Choral Reading** Read the story together.
- **Independent Reading** Then have children whisper-read the story independently. Listen while children read, offering guidance as necessary.
- **Partner Reading** Finally, ask children to partner-read “My Buddy.”

► Write

Objective Write letters, words, and sentences

- Use the **Sound-Spelling WorkBoards**. Say the sounds: /ē/, /u/, /b/, /tr/, /p/, /t/, /d/, /s/. Have children write the letters, including the spellings -y and ea for /ē/. Say each word: *puppy, treats, Buddy*. Have children write each word.
- Have children write sentences about Buddy.

ELL Write each word, blending the sounds to form the word. Then share the pen with children, having them write the letters that they know.

See Grammar and Writing lessons on pages 274–275.



Reading Triumphs

Materials

- Reading Triumphs pp. 118; 120–127
- Practice Book p. 154
- Large Letter Cards or Letter Tiles: *a, b, c, d (2), e, f, g, h, i, k, l, m (2), n (2), r, s (2), t, u, v, y, z (2)*
- Word Cards: *other, pull, saw, two*
- Sound-Spelling WorkBoards

- hand puppet

Online Resources

- **IWB** Interactive White Board Comprehension Lessons
- Graphic Organizer: Retelling Chart

Working with Words

► Phonemic Awareness

Objective Identify phonemes in isolation

Read aloud the following rhyme. Then reread it and invite children to chime in with you:

My puppy is very funny.
She hops like a little bunny.

- I Do**
- Use the puppet to model how to isolate sounds.
 - Listen as the puppet says *bunny, sunny, fuzzy, and tummy*. All the words have the /ē/ sound at the end. This is the long e sound.

- We Do**
- Ask children to say each word after you, stretching the sounds: *bunny, sunny, fuzzy, tummy*.
 - Listen as I say the sounds in each word: /buuunnnēēē/, *bunny*; /sssuuunnnēēē/, *sunny*; /ffuuuzzzēēē/, *fuzzy*; /tuuummēēē/, *tummy*.
 - What sound do you hear at the end of each word? Let's say it together: /ē/. This is the long e sound.

- You Do**
- Tell children that you will say five words. Ask children to say the words with the /ē/ sound after you. Say these words: *tricky, basket, picnic, silly, empty*.
 - Repeat with *snake, happy, sticking, messy, and lady*.

CORRECTIVE FEEDBACK

Let's say *picky* and *buddy*: /piikēēē/, /buudēēē/. Listen to the ending sound in each word: /piikēēē/, /buudēēē/. What sound do you hear at the end of these words? Repeat with *sticky* and *baggy*.

Quick Check

Do children recognize /ē/? If not, use the Additional Instruction on pp. 276–279.

► Phonics

Objective Blend words with /ē/-y, -ey

Review Show the following pairs of **Letter Cards**, one pair at a time, as children say the sound: *ai, ay*.

- I Do**
- Use **Large Letter Cards** or **Letter Tiles** *m, e, s, s, y*.
 - Model blending. The letter *m* stands for the sound /m/. The letter *e* can stand for the sound /e/. Each *s* stands for the sound /s/. I know that when the letter *y* comes at the end of a word, it can stand for the /ē/ sound. Listen as I blend these sounds together: /mmmeesssēēē/, *messy*.
 - Repeat with *tummy* and *lucky*.

- We Do**
- Use **Letter Cards** or **Letter Tiles** *s, u, n, n, y*. Let's build and blend the word *sunny*: /sssuunnnēēē/, *sunny*.
 - Let's change the *s* in *sunny* to *f*. What word did we make? Let's blend the sounds: /ffuuunnnēēē/, *funny*.
 - Repeat to build and blend *bunny, grassy, fuzzy, shiny*.

- You Do**
- Display **Letter Cards** *b, u, d, d, y*, and *m*.
 - Build and blend the word *buddy*.
 - Guide children to change the *b* to *m*. What word did you make? What sound changed to make *muddy*?
 - Continue to have children build and blend these words: *lucky, rusty, ugly, hilly*.

See **Practice Book** page 154.

- ELL** Make the /ē/ sound and point out correct mouth position. Have children repeat. Then, as children practice words with /ē/y, ey, review the meanings of words that can be demonstrated in a concrete way. For example, show children a key. Provide sentence frames such as *This _____ opens the door when it is locked* for children to complete. For more support, see pages T6–T7.

See the More Word Work lessons on page 274.

Words to Know

► High-Frequency Words: *saw, other, pull, two*

Objective Read high-frequency words

- Hold up the **Word Cards** one at a time: *saw, other, pull, two*. Have children **read, spell, and write** each word.
- Then ask children to call out each word as you point to the card. Repeat in random order at varying speeds.

CORRECTIVE FEEDBACK

Point to, say, and spell *other*. *This word is other. Point to the word and say it with me: other. It is spelled o-t-h-e-r. Spell it with me. What word did you spell?*

Quick Check

Can children read *saw, other, pull, and two*?
If not, use the **Additional Instruction** on pp. 276–279.

► Oral Vocabulary: Responsibility Words

Objective Develop oral vocabulary

- Tell children that after you read, there will be a fun writing assignment.
- **Define** Tell children that an *assignment* is a task that children have to perform.
- **Example** Use *assignment* in a sentence: *Finishing an assignment is a responsibility.*
- **Ask** *What is an assignment that you enjoy doing?*

► Build Fluency: Word Automaticity

Objective Improve word accuracy

Display **Reading Triumphs** page 118. Read each word in “Working with Words,” blending the sounds or saying the words as you read. Have children blend or say each word after you. Say the words in random order. Have children point to the word you say.

Time to Read

► Read “Lilly Cleans Up”

Objective Visualize: Retell

Before Reading Preview the story by reading aloud the title. *What might this story be about?*

- Help children set a purpose for reading: *What might Lilly clean up? Let’s find out!*
- Have children read aloud “Words to Know.”

During Reading Read the story together. Use a Retelling Chart to record story events. Guide children in a choral reading, pausing to check comprehension. After page 121, ask: *What is Lilly sorry about?* After page 124: *Where were Lilly’s sneakers?* After page 126: *Why is Lilly happy?*

After Reading Remind children that retelling a story can help them to better understand it. *To retell a story, it is important to think about what happens in the beginning, the middle, and the end.* Model retelling “Lilly Cleans Up.” *In the beginning of “Lilly Cleans Up,” Lilly had not cleaned her room. In the middle of the story, Lilly cleaned up and found some missing things. At the end, Lilly learned that cleaning up is the best way to find things.*

IWB **Online Comprehension Lessons:** Retell/ Summarize

► Comprehension Check: Text Evidence

Display page 127 of **Reading Triumphs**. Guide children to retell the story. Have them use the evidence in the text and the illustrations to answer the **Think About It** questions.

► Write

Objective Write letters, words, and sentences

- Use the **Sound-Spelling WorkBoards**. Say the sounds: /ē/, /f/, /kl/, /st/, /o/, /ē/, /k/, /u/, /n/. Have children write the letters, including -y and ea for /ē/, and then these words: *Lilly, clean, clock, stuff*.
- Have children write about something Lilly finds as she cleans up.

See Grammar and Writing lessons on pages 274–275.



Reading Triumphs

Materials

- Reading Triumphs pp. 118; 120–126
- Practice Book pp. 155–156
- Sound-Spelling WorkBoards
- Large Letter Cards: *a, e, i, o, u, y*
- Word Cards: *other, pull, saw, two*
- hand puppet

- markers or counters

Online Resources

- **IWB** **Interactive White Board** Comprehension Lessons
- Graphic Organizer: Retelling Chart

Working with Words

► Phonemic Awareness

Objective Segment phonemes

Read aloud the following rhyme. Then read it again and invite children to chime in with you:

Mikey is a happy baby
Even when he's very messy!

- I Do** ■ Listen as the puppet says each sound in a word: *baby*, /b/ /ā/ /b/ /ē/; *messy*, /m/ /e/ /s/ /ē/.

- I hear the /ē/ sound at the end of these words.

- We Do** ■ Place markers in the sound boxes on the **Sound-Spelling Workboard** for *messy*.

- Let's say the word *messy* together. There are four markers to stand for four sounds: /m/ /e/ /s/ /ē/. Listen as I say each sound: *messy*, /mmm/ /eee/ /sss/ /ēēē/. Let's say the sounds in *messy*.

- Repeat with *very*, *baby*, and *fussy*.

- You Do** ■ Tell children that you will say three words. Ask children to repeat the words that end with /ē/. Say these words: *dusty*, *basket*, *penny*.

- Which words have the /ē/ sound?
■ Repeat with *picnic*, *silly*, *funny*.

CORRECTIVE FEEDBACK

Listen as I say *fussy* and *lucky*. Now listen as I say each sound: /f/ /u/ /s/ /ē/, /l/ /u/ /k/ /ē/. What sound do you hear at the end of *fussy* and *lucky*? Let's say that sound together: /ēēē/. Repeat with *baggy* and *happy*.

Quick Check

Can children segment phonemes? If not, use the Additional Instruction on pp. 276–279.

► Phonics

Objective Blend words with /ē/-y, -ey

Review Show each of the following **Large Letter Card** spellings as children say each sound: *a_e*, *i_e*, *o_e*, *u_e*. Mix the spellings and repeat.

- I Do** ■ Display **Letter Card** *y* and identify it.
■ The letter *y* can stand for /ē/, as in *silly*.
■ Write *silly* on the board. Underline the *y* as you say /ē/.
■ Repeat with *picky*, *candy*, and *lucky*.

- We Do** ■ Write *kitty* on the board. Draw a line under the *y*.
■ Listen as I blend the word *kitty*: /k/ /i/ /t/ /ēēē/. I hear /ē/ at the end of *kitty*. Say it with me: /ē/.
■ Repeat with *sleepy*, *muddy*, *tummy*, and *lazy*.

- You Do** Tell children that you will say pairs of words. If they hear the /ē/ sound at the end of a word, they should write the letter *y* on their **Sound-Spelling WorkBoards**. Say: *sunset*, *sunny*; *crazy*, *crashing*; *shed*, *shady*.

► Structural Analysis

Objective Recognize syllabication

- Write *happy* on the board. Then circle *hap* and *py*. Repeat with *tricky*: *trick*, *y*.
■ Remind children that a syllable is a part of a word. Each syllable has one vowel sound. Say the words with me: /hap/ /pē/, /trik/ /ē/.
■ Write *lucky*, *funny*, and *sleepy* on the board. Clap with me as I say each syllable: *luck-y*, *fun-ny*, *sleep-y*. Now you say the words with me.
■ Guide children to repeat with *baby*, *sticky*, and *bunny*.

Words to Know

► High-Frequency Words: *saw, other, pull, two*

Objective Read high-frequency words

- Display **Word Cards** *saw, other, pull, and two*.
- Say the word *saw*. Have children point to and spell the word aloud.
- Repeat to review *other, pull, and two*.

See **Practice Book** page 155.

► Oral Vocabulary: Responsibility Words

Objective Develop oral vocabulary

- **Discuss** Remind children that *responsibility, chore, task, and assignment* are words we can use to describe things we need to do. *Cleaning my room is a hard task.*
- **Connect** Ask children to use the words as they describe responsibilities they have at school.

► Build Fluency: Word Automaticity

Objective Improve word accuracy

Display **Reading Triumphs** page 118. Read each word in “Working with Words,” blending the sounds or saying the words as you read. Have children blend or say each word after you.

Reread Have children **reread** the previous story from **Reading Triumphs**. Circulate and listen in.

Time to Read

► Read “Lilly Cleans Up”

Objective Visualize: Retell

- I Do**
- Remind children that to retell a story is to tell the most important events that happen in each part of the story.
 - *To retell a story, you tell the important events that happen in the beginning, the middle, and the end of the story. Retelling a story can help you to better understand it.*

- We Do**
- Guide children in a rereading of “Lilly Cleans Up.” Pause on page 121. *Let’s retell what has happened so far. In the beginning of the story, Lilly’s mom reminds Lilly to clean her room. Lilly tells her mom that she is sorry. These are important events. Let’s continue to pay attention to and retell what happens in the middle and then in the end of the story.* Prompt children to retell the story as you continue reading.

- You Do**
- Have partners reread “Lilly Cleans Up” together. Tell children to think about what is happening in the beginning, the middle, and the end of the story as they read. Guide them to use the evidence in the text and the illustrations as they record story events on the Retelling Chart. Then have partners share their Retelling Charts with the group.

See **Practice Book** page 156.

- ELL** Provide sentence starters to help children retell “Lilly Cleans Up”: *In the beginning, Lilly’s mom _____.* For more support, see pages T6 and T7.

IWB **Online Comprehension Lessons:** Retell/ Summarize

CORRECTIVE FEEDBACK

If children cannot retell the story, model retelling “Lilly Cleans Up” one spread at a time. Then prompt children to name the most important events on each spread.

Quick Check

Can children retell a story? If not, use the Additional Instruction on pp. 276–279.

► Write

Objective Write letters, words, and a label

- Use the **Sound-Spelling WorkBoards**. Say the sounds: /ē/, /f/, /n/, /e/, /s/, /kl/, /m/, /u/, /st/. Have children write the letters. Say each word: *clean, messy, stuff*. Have children write each word.
- Have children draw and label a picture of themselves cleaning a room at home.

See Grammar and Writing lessons on pages 274–275.



Reading Triumphs

Materials

- Reading Triumphs pp. 118; 120–126
- Large Letter Cards or Letter Tiles: *a, B, b, e, f, g (2), h, i, j, l (2), m, n (2), o, p, s, u, y*
- Sound-Spelling WorkBoards
- Word Cards: *other, pull, saw, two*
- hand puppet

Working with Words

► Phonemic Awareness

Objective Identify phonemes in isolation

Read aloud the following rhyme. Then reread it and invite children to chime in with you:

Mikey is a happy baby
Even when he's very messy!

I Do ■ Use the puppet to model how to isolate sounds.

- Listen as the puppet slowly says some words: *happy, Mikey, baby.*

We Do ■ Ask children to say each word slowly after you: *happy, Mikey, baby.*

- What sound do you hear at the end of each word? Do you hear the /ē/ sound?
- Let's find another word in the rhyme that ends with the /ē/ sound. Blend the phonemes in very with children.

You Do Tell children that Silly Sammy only likes to use words that end with the /ē/ sound, like *sandy*. Which word would Silly Sammy use: *red* or *rusty*? *cold* or *cozy*? *pointy* or *sharp*?

ELL Tell children that some words that end with the /ē/ sound come from smaller words: *Sunny* comes from *sun*, and *messy* comes from *mess*. Write *sunny*, *messy*, and *hilly* in a column on the board, underlining the base word in each. Explain that other words that end with the /ē/ sound are not made from smaller words. Write *happy*, *city*, and *body* in another column on the board. Help children think of one more word to add to each list. For more support, see pages T6–T7.

► Phonics

Objective Blend words with /ē/-y, -ey

Review Show each of the following pairs of **Large Letter Cards** as children say the sounds: *bl, cl, fl, pl, sl*. Mix the cards and repeat.

I Do ■ Use **Letter Cards** or **Letter Tiles** *b, a, g, g, y*.

- The letter *b* stands for /b/. The letter *a* stands for /a/. The letter *g* stands for /g/. The letter *y* stands for /ē/. Listen as I blend these sounds together: /baagēēē/, *baggy*. Say it with me: *baggy*.

- Repeat with *funny, silly, and smelly*.

We Do ■ Let's change the *sm* in *smelly* to *j*. What word did we make? Let's blend the sounds: /jeeelllēēē/, *jelly*.

- Now let's change the *e* in *jelly* to *o*. What word did we make? Let's blend the sounds: /jooolllēēē/.

You Do ■ Guide children to change the *j* in *jolly* to *h* to make the word *holly*.

- Change the *o* in *holly* to *i*. What word did you make? Blend the sounds in *hilly*.
- Change the *h* in *hilly* to *s*. Have children continue to change letters to make *Billy, sunny, bunny, and funny*.

See the More Word Work lessons on page 274.

CORRECTIVE FEEDBACK

Give five children **Letter Cards** *s, a, n, d, y*. Model blending *sandy*. Have the child with **Letter Card** *s* say /s/ and write *s*. Have other children say /s/. Add each letter and repeat; blend /ssaaa/, /ssaaannn/, /ssaaannnd/, /ssaaannndēēē/. Repeat with *lucky* and *misty*.

Quick Check

Can children blend sounds in words with /ē/-y, -ey? If not, use the Additional Instruction on pp. 276–279.

Words to Know

► High-Frequency Words: *saw, other, pull, two*

Objective Read high-frequency words

- Place **Word Cards** *saw, other, pull,* and *two* facedown.
- Tell children that you will turn over the **Word Cards** one at a time for them to read.
- Turn the cards over one at a time and have children chorally call out each word.
- Mix and repeat.

CORRECTIVE FEEDBACK

Point to, say, and spell *two*. *This word is two. Point to the word and say it with me: two. It is spelled t-w-o. Spell it with me. What word did you spell? Let's use it in a sentence to tell about something we see or have two of.*

Quick Check

Can children read *saw, other, pull,* and *two*? If not, use the **Additional Instruction** on pp. 276–279.

► Oral Vocabulary: Responsibility Words

+Objective Develop oral vocabulary

- **Confirm** Remind children that *responsibility, chore, task,* and *assignment* are words we can use to describe things we need to do.
- **Discuss** Talk about other words that describe a responsibility, such as *obligation* and *commitment*.
- **Connect** Have children talk about the events in “Lilly Cleans Up” using these words.

For Additional Instruction, see pages 276–279.

► Build Fluency: Word Automaticity

Objective Improve word accuracy

Display **Reading Triumphs** page 118. Read each word in “Working with Words,” blending the sounds or saying the words as you read. Have children blend or say each word after you.

Reread Have children **reread** the previous story from **Reading Triumphs**. Circulate and listen in.

Time to Read

► Read “Lilly Cleans Up”

Objective Visualize: Retell

I Do **Before Reading** Tell children that as they reread “Lilly Cleans Up” again, they can visualize the story events. *We can try to picture in our minds, or visualize, the events in the story that are not shown in the illustrations. Visualizing what happens in the beginning, middle, and end of the story can help us to retell the story.*

We Do **During Reading** Reread the story together, pausing as needed to support children’s comprehension. Guide children to visualize story events. On page 124, say: *The text says that Lilly kept cleaning. Lilly says that she will clean each shelf. We can picture in our minds Lilly taking down each item on the shelves. I think she might look at each item. Do you think that there might be some toys that she has not seen in awhile? How might she react when she sees an old toy? As we read, try to visualize events that are not illustrated.*

You Do **After Reading** Have pairs of children reread the story together. Guide partners to use the text to visualize story events that are not illustrated. Prompt pairs to retell the story to each other.

► Build Fluency: Connected Text

Objective Model fluency

Partner-Read Have partners reread the story with expression.

► Write

Objective Write letters, words, and sentences

- Use the **Sound-Spelling WorkBoards**. Say the sounds: /ē/, /f/, /kl/, /i/, /e/, /ks/, /m/, /n/, /s/. Have children write the letters. Say each word: *clean, fix, messy*. Have children write each word.
- Have children write about a chore or responsibility that they have at school or home.

See the Writing lessons on page 275.



Reading Triumphs

Materials

- Reading Triumphs pp. 120–126
- Take-Home Book; Practice Book pp. 157–158
- Listening Library
- Assessment Book
- Large Letter Cards or Letter Tiles: *a, B, b, c, d (2), e, f, h, i, k, l (2), m, n, p, s, t (2), u, w, y, z (2)*

Online Resources

- Bibliography

Working with Words

► Phonemic Awareness

Objective Review phonemes

- I Do**
- Listen as I say a word in parts: /sh/ /ā/ /d/ /ē/. I can blend these sounds: /shāāādēēē/. Say the word with me: *shady*.
 - The sound at the end of *shady* is /ē/.
 - Repeat this procedure with *hazy*, *fancy*, and *baggy*.

- We Do**
- Tell children that you will give them clues to a word that ends with /ē/ spelled y.
 - Say: I am thinking of a word that names a newborn person. This word has the same beginning sound as the word *bag*. What word am I thinking of?
 - Ask children to segment and blend *baby* with you: /b/ /ā/ /b/ /ē/, /bāāābēēē/, *baby*. What sound do you hear at the end of *baby*? Let's say that sound together: /ē/.

- You Do**
- Tell children that you will give them more clues to words that end with /ē/ spelled y.
 - Say these clues: This word means to move fast. It rhymes with *furry*. If you are late, you might be in a _____. What word am I thinking of? If you never want to work, someone might use this word to describe you. It begins with the same sound as *log*, but has the /z/ sound in it, too. What word am I thinking of?
 - Ask children to segment and blend each word.

► Phonics

Objective Review blending words with /ē/-y, -ey

- I Do**
- Display **Large Letter Cards** or **Letter Tiles** *c, a, n, d, y*.
 - Listen as I blend these letters: /kaaannndēēē/, *candy*. I hear the /ē/ sound at the end of the word. I see the letter y and I know it can stand for the long e sound at the end of a word.
 - Repeat with *h, i, l, k, t*, and *p*. Build and blend the words *hilly*, *kitty*, and *picky*.

- We Do**
- Display **Letter Cards** or **Letter Tiles** *s, i, l, l, y*.
 - Let's blend the sounds together: /ssiiilllēēē/, *silly*.
 - Continue to build and blend *sandy*, *handy*, and *misty*.

- You Do**
- Display **Letter Cards** or **Letter Tiles** *s, i, l, l, y, b, u, d, d, f, z, z, B, e, t, t, a, n* in random order.
 - Name one of the words below, and guide children to use the correct letters to build the word.
 - Have the class blend the sounds together for the rest of the words below. Provide help as needed.

silly buddy fuzzy Betty sandy

Words to Know

► High-Frequency Words: *saw, other, pull, two*

Objective Review high-frequency words

- Say each high-frequency word, one at a time: *saw, other, pull, two*.
- Have children spell and write each word.
- Have children write a sentence using at least one of the high-frequency words.
- Have partners share their sentences and then read each other's sentence aloud.

ELL Model using each word in a sentence. For more support, see pages T6 and T7.

Time to Read

► Read Take-Home Book

Objective Visualize: Retell

- Reread and review "Lilly Cleans Up" using the **Listening Library** audio selection. Then read the **Take-Home Book** story together with children.
- Have children whisper-read the **Take-Home Book** story independently. Listen while children read, offering guidance as necessary.
- Ask children to retell each story by telling what happens at the beginning, middle, and end.

See **Practice Book** pages 157–158.

► After Reading

Invite pairs of children to respond to "Lilly Cleans Up" and the **Take-Home Book** story by acting out the beginning, middle, or end. Then have children identify which part of the story they acted out and describe the story events they reenacted.

CORRECTIVE FEEDBACK

If children cannot retell the stories, display the **Take-Home Book** story and model retelling the events on each page.

Quick Check

Can children retell stories? If not, use the **Additional Instruction** on pp. 276–279.

► Build Fluency: Connected Text

Objective Increase reading speed

- Remind children that good readers use expression to make the story more interesting when they read aloud. Have pairs of children take turns reading aloud the **Take-Home Book** story to each other.
- Guide children to read aloud with appropriate expression, pausing and stopping where the punctuation marks dictate.

► Writing

Objective Write and share simple sentences

- Have each child write one or two sentences retelling the beginning, middle, or end of the **Take-Home Book** story.
- Encourage children to include high-frequency words and words with /ē/-y or -ey in their sentences.
- Invite children to share their sentences with classmates.

See the Writing lessons on page 275.

Invite children to read the **Take-Home Book** story to their family and friends.

► Self-Selected Reading

Objective Read independently

Have children select books to read on their own. See the Online Bibliography for suggested titles.

Weekly Assessment

Have children complete the End-of-Unit Assessment on **Assessment Book** pages 154–159.

Fluency Use the passage on **Assessment Book** pages 42–43.

Lesson 21

Grammar
Adverbs That Tell When

Writing
Shared Writing

Lesson 22

More Word Work
Syllabication Patterns

Grammar
Adverbs That Tell When

Writing
Interactive Writing

Lesson 23

Grammar
Mechanics

Writing
Trait: Word Choice
Independent Writing:
Focus and Plan,
Prewrite and Draft

Lesson 24

More Word Work
Word Sort: Long e

Writing
Independent Writing:
Revise and Edit

Lesson 25

Writing
Independent Writing:
Publish and Present

More Word Work

Materials

- large index cards with *be, we, he, me, free, feet, green, sleep, sea, meat, real, speak, baby, shiny, key* and **spelling words** *happy, silly*
- pocket chart
- reference materials on pet care

► Syllabication Patterns

Objective Understand syllabication

- Write these words on the board: *messy, happy, silly, bunny, puppy*. Clap out the words so children can hear the syllables.
- Remind children that a syllable is a part of a word. **Each syllable has one vowel sound. The final y in some words stands for the /ē/ sound. Say the words with me: /mes/ /sē/, hap/ /pē /, /sil/ /lē/, /bun/ /nē/, /pup/ /pē/.**
- **When you see a new word with -ey or -y at the end, try saying that word with the long e sound at the end.**

► Word Sort with Long e (e, ea, ee, -y, -ey)

Objective Sort words with long e

- Place the cards for *be, we, he, me* in a column in the pocket chart. Say each word; have children repeat. Point to the letter e. Explain that the long e sound can be spelled e, ee, ea, y, and ey and that all the words in this column are spelled with e alone.
- Place the cards for *free, feet, green, sleep* in a second column. Have children read the words with you. Have volunteers identify and point to the letters that stand for the long e sound in each word.
- Continue with *sea, meat, real, speak* for long e spelled ea; with *silly, baby, happy, shiny* for final long e spelled y; and with *key* for long e spelled ey.
- Repeat, having children read and sort all words.

Grammar

► Adverbs That Tell When

Objective Understand adverbs

- Review with children that a *verb* tells about an action that someone or something is doing.
- Write this sentence: *Tim swims*. Read aloud the sentence and have children chorally repeat. **The word *swims* is the verb, or action word.**
- Explain to children that an *adverb* is a word that tells more about a verb. Tell children that some adverbs tell when the action happened.
- Write these sentences below the first one and read them chorally: *Then, Jim floats. Next, he walks to the diving board. Before Jim dives, he waves to his Dad. Finally, Jim dives into the water.*
- Point out the verbs in each sentence. Underline the adverbs *Then, Next, Before, and Finally*. Explain that the adverbs tell when the action happened. **You can ask yourself: "When did it happen?" to find out which word is the adverb.**
- Write and read aloud these sentences: *Tim is resting now. Yesterday, Tim went to the park. Tim will fish tomorrow.* Ask: **When is Tim resting? When did Tim go to the park? When will Tim fish?** Underline the adverb in each sentence.
- Write and read aloud these sentences: *First, I go home. Then, I feed my dog, Honey. Next, I take Honey for a walk. Finally, I take Honey home.* Have children name the adverb in each sentence.
- Write these sentence starters on the board: *First thing in the morning, I _____. Then, I _____. Next, I _____. Finally, I _____. Have children say the things they do in the morning. Write their responses on the board. Read aloud the completed sentences and have children chorally repeat.*

► Mechanics: Commas

- Review how commas are used in letters after the greeting and the closing. Remind children that the comma is used to separate things: city and state, the day and date, and the date and year.
- Tell children that commas are also used to separate things in a list. Write and read aloud: *We saw cats, pigs, cubs, and pups.* Point out that a comma is placed between each item.
- Write and read: *They saw birds, seals, and snakes.* Guide children to tell where the commas belong.

Writing Report

Objective Compose a report

► Shared Writing

- Remind children that a report gives facts about a topic. A report begins with a sentence that tells what the topic is. The other sentences are details about the topic.
- Tell children that they will be writing a report about how to care for a pet.
- Have children choose an animal they have as a pet or would be interested in having as a pet. List children's responses.
- Use children's responses to write sample topic sentences: *I take care of my cat Ruby.*
- Point out any adverbs that children have used.

► Interactive Writing

- Ask children how they would care for their pet. Display reference materials about pet care for children to look at. Record children's responses.
- Model sentences by writing from the suggestions: *In the morning I feed my cat. Next, I make sure she has water. Then, I pet her.*
- Once a sentence is generated, repeat it several times for children. Have children share the pen to help write words or add a punctuation mark. Repeat with more sentences.
- Point out any adverbs that children have used.

► Writing Trait: Word Choice

- Explain to children that writers use precise words to tell their readers exactly what they mean.
- Write and read aloud: *Cats like to have food and water. Cats need food and water every day.* Ask children which sentence tells them clearly how to take care of cats.

► Independent Writing

Focus and Plan

- Have children choose an animal they have or would like as a pet. Tell children that they will write a report on how to care for the animal.
- Guide children in finding information about the animal in reference materials and on the Internet.

Prewrite and Draft

- Remind children that all the information in their reports should be true.
- Tell children to draw a picture of their animal. Have children think about ways that they would take care of their pet.
- Display reference materials. Guide children in looking up information about their animal.
- Have children draft a topic sentence and one or two supporting detail sentences.

Revise and Edit

- Ask children to check the sentences they wrote. Have them decide if the sentences are clear and in an order that makes sense.
- Have children work with a partner and read each other's reports. *Did your partner describe how the pet is cared for?*

ELL Have children choose an animal they would like as a pet. Ask them to make a drawing to show how they could take care of the pet. Guide children in looking up their animal in a reference book. Help children fill in this sentence frame: *I take care of my pet by _____, _____, and _____.*

Publish and Present

- Have partners take turns reading their reports to the class.
- Create a class Pet Care book.



Assessment Book

Choose from the Additional Instruction for children who need more support. Use End-of-Unit Assessment to check children's progress.

Working with Words

Materials

- Reading Triumphs pp. 98; 108; 118
- Sound-Spelling Card: *Boat, Five, Tree*
- Sound-Spelling WorkBoards
- Letter Tiles
- Large Letter Cards: *a–z*
- markers or counters
- hand puppet

Online Resources

- **IWB** Interactive White Board Phonics Lessons

Phonemic Awareness

Objective Isolate and blend phonemes

Review Phonemes Display the *Boat Sound-Spelling Card*. Listen to the sound in the middle of the word *boat*. Say the sound with me: /ō/. This is the long o sound. Repeat using the words *row*, *glow*, and *no*.

- For lessons 16–20, display the *Five Sound-Spelling Card*. Listen to the sound in the middle of the word *five*. Say the sound with me: /ī/. This is the long i sound. Repeat using the words *light*, *high*, *fly*, and *child*.
- For lessons 21–25, display the *Tree Sound-Spelling Card*. Listen to the sound at the end of the word *tree*. Say the sound with me: /ē/. This is the long e sound. Repeat using the words *happy*, *money*, and *key*.

Blend Phonemes Tell children to listen as you string sounds together to form a word: /k/ /ō/ /t/, /kōōōt/, *coat*. Have children repeat: /k/ /ō/ /t/, /kōōōt/, *coat*. *Coat has the /ō/ sound in the middle.*

- Tell children to listen as you string more sounds together to form a word: /f/ /l/ /ō/, /fflllōōō/, *flow*. Have children repeat: /f/ /l/ /ō/, /fflllōōō/, *flow*. Point out that *flow* has /ō/ at the end.
- **Let's say more words.** Listen for /ō/ in each: /m/ /ō/, /mmmōōō/, *mow*; /k/ /ō/ /ch/, /kōōōch/, *coach*.
- Model placing markers in the sound boxes on the **Sound-Spelling WorkBoards**. I will place one marker in a box for each sound I make: /ō/ /t/. Now I will point to a marker as I say each sound and then string the sounds together: /ōōōt/, *oat*. Have children take turns placing markers in the sound boxes as they blend words: *coal*, *go*, *slow*, *float*, *glow*, *toast*, *tow*.
- For lessons 16–20, use the above routine for long i, using the words *thigh*, *kind*, *mild*, *by*, *try*, *bright*.
- For lessons 21–25, use the above routine for long e, using the words *key*, *bunny*, *kitty*, *penny*, *funny*, and *candy*.

Segment Phonemes Tell children to listen as the puppet says each sound in a word: *show*, /sh/ /ō/; *flow*, /f/ /l/ /ō/; *grow*, /g/ /r/ /ō/. Point out /ō/ in each.

- Place two markers in the sound boxes on the **Sound-Spelling WorkBoard**. Listen to this word: *show*. Let's say *show* together. The word has two sounds. Each marker stands for one sound. What sound do you hear at the end of *show*? (/ō/) Which marker stands for the /ō/ sound? Yes, the second marker stands for /ō/.
- Place four markers in the sound boxes. Now listen to this word: *float*. Let's say *float* together. What sound do you hear in the middle of *float*? (/ō/) Which marker stands for the /ō/ sound? (the third marker) How many sounds are in the word *float*? (four) Repeat with *so*, *boat*, *bowl*, *soak*, *coat*.
- Have children take turns placing markers in the sound boxes and pointing to the marker that stands for /ō/ in the words *so*, *boat*, *bowl*, *soak*, *coat*.
- For lessons 16–20, repeat the above routine for long i, using the words *try*, *cry*, *sigh*, *flight*, *mind*.
- For lessons 21–25, repeat the above routine for long e, using the words *key*, *money*, *happy*, *shiny*, and *kitty*.

► Phonics

Objective Decode words with /ō/o, oa, ow; /ī/i, y, igh; /ē/-y, -ey

Review Letter/Sound Correspondence Display the *Boat Sound-Spelling Card*. The letters *o* and *a* together stand for the /ō/ sound, as in the middle of *boat*. This is also the sound at the end of *go* and *show*: /gōōō/, *go*; /shōōō/, *show*. Write *show*. In *show* the letters *o* and *w* together stand for /ō/. Circle *ow* as you say /ō/.

- For lessons 16–20, display the *Five Sound-Spelling Card*. Listen to the sound /ī/ in the word *five*. The letter *i* alone can also stand for /ī/, as in the middle of *mind*. The *igh* can stand for /ī/, as in *light*. The *y* can stand for /ī/, as at the end of *spy*. Write *mind*, *light*, *spy*. Circle the letters *i*, *igh*, *y* as you say /ī/.
- For lessons 21–25, display the *Tree Sound-Spelling Card*. Listen to the sound /ē/ in the word *tree*. The letters *y* or *ey* can stand for /ē/, as at the end of *funny* or *key*. Write *funny* and *key*. Draw a line under *y* and *ey* as you say the sound /ē/.

Blend Words Use the **Letter Tiles** to model blending words. Place **Letter Tiles** *c, o, a, t* in the sound boxes on the **Sound-Spelling WorkBoard**.

- The letter *c* stands for the sound /k/. The letters *o* and *a* together stand for the sound /ō/. The letter *t* stands for the sound /t/. Listen as I blend all three sounds together: /kōōōt/, *coat*.
- Place **Letter Tiles** *l, o, w* in the sound boxes on the **Sound-Spelling WorkBoard**. What sound does the letter *l* stand for? Yes, it stands for /l/. What sound do the letters *o* and *w* stand for? Yes, they stand for /ō/. Let's blend the sounds together: /llōōō/, *low*. Repeat using *glow*, *goat*, *no*, *coal*, *tow*.
- Have children take turns placing **Letter Tiles** in the sound boxes and blending sounds to form words.
- For lessons 16–20, repeat the above routine for long *i*, using: *light*, *sigh*, *cry*, *spy*, *find*, *wild*.
- For lessons 21–25, repeat the above routine for long *e*, using *happy*, *lucky*, *penny*, *key*, *shiny*.

Build Words Use the **Letter Tiles** to model building words. Place **Letter Tiles** *c, o, a, t* in the sound boxes on the **Sound-Spelling WorkBoard**. Guide children to blend the sounds: /k/, /ō/, /t/, /kōōōt/, *coat*.

- Let's change the *t* in *coat* to *l*. What word did we make? The letter *c* stands for /k/. The letters *o* and *a* together stand for /ō/. The letter *l* stands for /l/. Listen as I blend all three sounds together: /kōōōll/, *coal*. We made the word *coal*.
- Change the letter *c* in *coal* to *g*. What word did we make? Blend the sounds with me: /g/ /ō/ /l/, /gōōōl/, *goal*. We made the word *goal*.
- Let's change the *l* in *goal* to *t*. Let's read the word: *goat*. Continue changing letters to make: *go*, *glow*, *slow*, *so*, *mow*, *low*, *tow*, *toad*, *road*, *load*.
- Have children take turns changing **Letter Tiles** to make a new word.
- Write the words you made, saying the sounds and the letters that stand for each sound. Guide children to blend and build: *coat*, *coal*, *goal*, *goat*, *go*, *glow*, *slow*, *so*, *mow*, *low*, *tow*, *toad*, *road*, *load*.
- For lessons 16–20, use: *high*, *sigh*, *sight*, *light*, *might*, *mind*, *mild*, *my*, *by*, *cry*, *shy*.
- For lessons 21–25, use: *funny*, *bunny*, *buddy*, *daddy*, *kitty*, *key*.

Fluency: Letter Naming Tell children that you will hold up **Large Letter Cards**. They should name each letter. Hold up the **Letter Card** for each letter of the alphabet one at a time, in random order.

Fluency: Letter/Sound Correspondence Tell children that you will hold up **Letter Cards**. They should say the sound or sounds that the letters stand for. Hold up the **Letter Card** for each letter of the alphabet one at a time, in random order.

Fluency: Word Automaticity For lessons 11–15, display page 98 of **Reading Triumphs**. Read each word in "Phonics," blending the sounds and then saying the words as you read. Have children blend sounds and say the word after you.

- For lessons 16–20, repeat the above routine using page 108 of **Reading Triumphs**.
- For lessons 21–25, repeat the above routine using page 118 of **Reading Triumphs**.

ELL For more support, see pages T6–T7.

IWB For additional activities, use **Online Phonics Lessons**: Long *o*; Long *i*; Long *e*.

Words to Know

Materials

- Reading Triumphs pp. 98, 99; 108, 109; 118, 119
- Word Cards: *about, by, every, move, never, other, out, people, pull, saw, should, two*
- Sound-Spelling WorkBoards
- pocket chart

► High-Frequency Words

Objective Reteach high-frequency words *people, about, move, by* (Lessons 11–15); *every, should, never, out* (Lessons 16–20); *saw, other, pull, two* (Lessons 21–25)

- Display **Word Cards** in the pocket chart.
- **Read, spell, and write** each word and use it in a sentence: *This is the word should. It is spelled s-h-o-u-l-d. Should. We should do our homework.*
- Have children chorally say each word aloud as you point to it. Point to each letter as children chorally spell the word aloud.
- Point out letters and their sounds that children have learned. *The word should begins with the letters sh. We know that the letters sh stand for the /sh/ sound. The word should begins with the /sh/ sound.*
- Hold up one **Word Card** at a time. Have children chorally read aloud each word. Have children write each word on their **Sound-Spelling WorkBoards** as they spell it aloud. Guide children to say a sentence using each word.
- Provide sentence starters using the words. For example: *Jill saw two _____; My favorite book is about _____.* Have children take turns orally completing the sentences. Write them as children complete them. Have children underline the high-frequency words in the sentences.
- Have partners work together to write sentences using the high-frequency words.

Fluency: Word Automaticity For lessons 11–15, display page 98 of **Reading Triumphs**. Read aloud each word in “Words to Know.” Have children read aloud each word after you.

- For lessons 16–20, repeat the above routine using page 108 of **Reading Triumphs**.
- For lessons 21–25, repeat the above routine using page 118 of **Reading Triumphs**.

Fluency: Connected Text For lessons 11–15, display page 99 of **Reading Triumphs**. Read “Go by Boat” aloud. Have children read the passage after you. Guide them to blend the sounds of decodable words and say each high-frequency word.

- For lessons 16–20, repeat the above routine using “Keep Trying!” on page 109 of **Reading Triumphs**.
- For lessons 21–25, repeat the routine using “My Buddy” on page 119 of **Reading Triumphs**.

► Oral Vocabulary

Objective Develop oral vocabulary

- **Transportation Words (Lessons 11–15)** Tell children that words such as *move, travel, vehicle, pedestrian*, and *passenger* are words they can use to talk about transportation. *The vehicle stopped as the pedestrian crossed the street.*
- Have children name and describe their favorite form of transportation using the words *move, travel, vehicle*, and *passenger*.
- Have partners work together to say sentences using *move, travel, vehicle, pedestrian*, and *passenger*. Have them say their sentences aloud.
- **Cooperation Words (Lessons 16–20)** Remind children that when they talk about working together, they can use these words: *cooperate, teamwork, collaborate*, and *partnership*. *My teacher asked us to cooperate and collaborate on a project.*
- Have children give examples of how they can *cooperate* and *collaborate*.
- Then have partners work together to orally create sentences using the oral vocabulary words *cooperate, teamwork, collaborate*, and *partnership*.
- **Responsibility Words (Lessons 21–25)** Words like *chore, responsibility, task, assignment, obligation*, and *commitment* describe things we need to do. *My responsibility at home is to do one chore each week.*
- Have partners take turns describing their favorite jobs using the words *chore* and *task*.
- Then have partners work together to create sentences using the oral vocabulary words *chore, responsibility, task, assignment, obligation*, and *commitment*.

Time to Read

Materials

- Reading Triumphs pp. 100–106, 107, 110–116, 117, 120–126, 127

Online Resources

- **IWB** Interactive White Board
Comprehension Lessons
- Graphic Organizers: Retelling Chart; Plot Chart

► Comprehension: Text Evidence

Objective Review comprehension skills

Retell (Lessons 11–15) Remind children that retelling the important details in a selection in the correct order can help them better understand what they have read. You can ask yourself questions as you read about the information and details in the selection. This will help you retell the selection.

- Display **Reading Triumphs** page 100. Let's reread "Let's Go!" As we read, we will list details from the selection on the Retelling Chart.
- Read pages 100 and 102: What detail did we read about on these pages? (A bike is one way to go places.) Why can riding a bike make us strong? (Pedaling up big hills is good exercise.)
- Read pages 102 and 103: What other ways can we use to go places? (We can use a rowboat and a sailboat.) How are they different? (We make a rowboat go. The wind makes a sailboat go.)
- Read pages 104 and 105: What ways to go are fast? (plane and train)
- Read page 106: What important detail did we read on this page? (Walking is a great way to get places.)
- Review Comprehension Check, page 107: 1. What are two fast ways to go? (plane and train) 2. How does a sailboat move? (The wind pushes on the sails and the boat moves.)

Plot (Lessons 16–20) Tell children that stories usually have a plot. The plot is what happens in the beginning, the middle, and at the end of a story. Usually, the plot tells how a character solves a problem.

- Display **Reading Triumphs** page 110. As we reread "The Light" we will record the details from the story on the Plot Chart.

- Read pages 110 and 111: What is Pig's problem? (It's night and his light is out.) What happens next? (Dog and Rabbit try to help.) Let's add details to our chart.
- Read pages 112–115: What happens in the middle of the story? (Red, Min, and Frog try to help Pig. Then Frog fixes the light.) Let's add these details to our chart.
- Read pages 115 and 116: What is the last thing that happens in the story? (Pig and his friends read.) Let's add this to our chart.
- Review Comprehension Check, page 117. 1. What is Pig's problem? How does he solve it? (Pig's light is out. He asks his friends to help.) 2. Why does it take so many friends to solve the problem? (The light is so high that all of Pig's friends must work together to solve his problem.) Add this to the chart.

Retell (Lessons 21–25) Remind children that retelling a story can help them better understand it. To retell, it is important to think about what happens in the beginning, the middle, and the end. It helps to visualize, or picture in our minds, the events in the story.

- Display **Reading Triumphs** page 120. Let's reread "Lilly Cleans Up." As we read, we will list details on the Retelling Chart.
- Read pages 120 and 121: What happens at the beginning of the story? (Lilly doesn't clean her room, tells her mom she's sorry, and starts cleaning.) Let's add these events to our chart.
- Read pages 122–125: What happens in the middle of the story? (Lilly cleans and finds things that were missing.) Let's add the clues to our chart.
- Read page 126: What happens at the end of the story? (Lilly is happy because she learns that she can find lost things by cleaning.)
- Review Comprehension Check, page 127. 1. How does Lilly feel about cleaning at the end? (happy) 2. Why does Lilly tell her mom she's sorry? (because she didn't clean her room when her mom asked)

ELL For more support, see pages T6–T7.

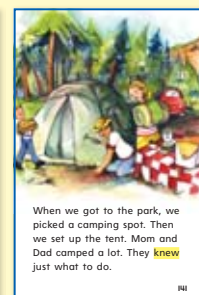
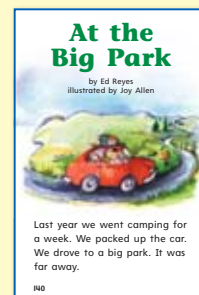
IWB Online Comprehension Lessons: Retell/ Summarize; Problem and Solution

Self-Selected Reading

Have children select books. Guide them to retell the events and think about the plot in each selection.



pp. 130–137



pp. 140–147

Working with Words

- Phonemic Awareness
- Phonics
- Structural Analysis

Words to Know

- High-Frequency Words
- Oral Vocabulary
- Build Fluency

Time to Read

- Reading Triumphs
- Comprehension
- Write

Language Arts

- Grammar
- Writing

Assessment

- Informal
- Formal

Week 1, Lessons 1–5

Phonemic Awareness

- Listen for *r*-Controlled Vowel /ûr/

Phonics

- Introduce *r*-Controlled Vowel /ûr/er, ir, ur
- Review Long /ê/-y, -ey

Structural Analysis

- Compound Words

High-Frequency Words

- *does, also, another, from*

Oral Vocabulary

- Material Words

Fluency

- Word Automaticity; Connected Text

Read

- “A Mom Bird” and “Birds’ Nests”

Strategy: Ask Questions

Skill: Cause and Effect

Daily Writing Prompts

Dictation

Grammar

- Adjectives
- Mechanics: Capitalization and End Marks

Writing

- **Voice:** Descriptive



Phonemic Awareness, Phonics, High-Frequency Words, and Comprehension

- **Weekly Assessment, Assessment Book pp. 160–163**

Week 2, Lessons 6–10

Phonemic Awareness

- Listen for *r*-Controlled Vowel /är/

Phonics

- Introduce *r*-Controlled Vowel /är/ar
- Review *r*-Controlled Vowel /ûr/er, ir, ur

Structural Analysis

- Inflectional Endings *-ed* and *-ing*

High-Frequency Words

- *knew, were, any, better*

Oral Vocabulary

- Camping Words

Fluency

- Word Automaticity; Connected Text

Read

- “Camping in the Yard” and “At the Big Park”

Strategy: Ask Questions

Skill: Make Inferences

Daily Writing Prompts

Dictation

Grammar

- Adjectives That Compare
- Mechanics: Capitalization and End Marks

Writing

- **Voice:** Report



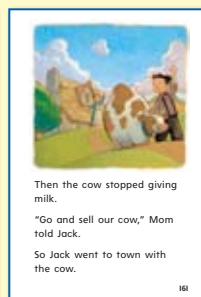
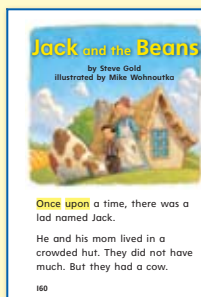
Phonemic Awareness, Phonics, High-Frequency Words, and Comprehension

- **Mid-Unit Assessment, Assessment Book pp. 164–169**

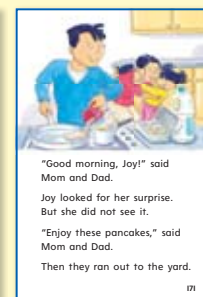
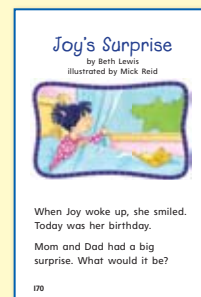
Additional Instruction, Weeks 1–2, pages 306–309



pp. 150–157



pp. 160–167



pp. 170–177

Week 3, Lessons 11–15

Phonemic Awareness

- Listen for *r*-Controlled Vowel /ôr/

Phonics

- Introduce *r*-Controlled Vowel /ôr/or, ore, oar
- Review *r*-Controlled Vowel /är/ar

Structural Analysis

- Multiple-Meaning Words

High-Frequency Words

- *great, because, warm, would*

Oral Vocabulary

- Sports Words

Fluency

- Word Automaticity; Connected Text

Read

- "Born to Swim" and "Fun with Sports"

Strategy: Ask Questions

Skill: Compare and Contrast

Daily Writing Prompts

Dictation

Grammar

- Synonyms and Antonyms
- Mechanics: Capitalize/Underline Book Titles

Writing

- **Voice:** Report

Quick Check Phonemic Awareness, Phonics, High-Frequency Words, and Comprehension

- **Weekly Assessment, Assessment Book pp. 170–173**

Week 4, Lessons 16–20

Phonemic Awareness

- Listen for Vowel Diphthong /ou/

Phonics

- Introduce Vowel Diphthong /ou/ou, ow
- Review *r*-Controlled Vowel /ôr/or, ore, oar

Structural Analysis

- Final *-e* in *house, mouse*

High-Frequency Words

- *once, upon, buy, fall*

Oral Vocabulary

- Fantasy Words

Fluency

- Word Automaticity; Connected Text

Read

- "Counting Eggs" and "Jack and the Beans"

Strategy: Summarize

Skill: Sequence of Events

Daily Writing Prompts

Dictation

Grammar

- Color Words and Number Words
- Mechanics: Apostrophes in Contractions

Writing

- **Ideas:** Story

Quick Check Phonemic Awareness, Phonics, High-Frequency Words, and Comprehension

- **Weekly Assessment, Assessment Book pp. 174–177**

Week 5, Lessons 21–25

Phonemic Awareness

- Listen for Vowel Diphthong /oi/

Phonics

- Introduce Vowel Diphthong /oi/oi, oy; Vowel Digraph /e/ea
- Review Vowel Diphthong /ou/ou, ow

Structural Analysis

- Compound Words

High-Frequency Words

- *open, eyes, enough, all*

Oral Vocabulary

- Birthday Words

Fluency

- Word Automaticity; Connected Text

Read

- "My Cat, Roy" and "Joy's Surprise"

Strategy: Summarize

Skill: Sequence of Events

Daily Writing Prompts

Dictation

Grammar

- Prepositions/Prepositional Phrases
- Mechanics: Capitalize Days of the Week

Writing

- **Presentation:** Persuasive

Quick Check Phonemic Awareness, Phonics, High-Frequency Words, and Comprehension

- **End-of-Unit Assessment, Assessment Book pp. 178–183**

Additional Instruction, Weeks 3–5, pages 346–349



Reading Triumphs

Materials

- Reading Triumphs pp. 128–129
- Practice Book p. 159
- Sound-Spelling WorkBoards
- Large Letter Cards: *a, e (2), y*
- Sound-Spelling Card: *Shirt*
- Word Cards: *also, another, does, from, other, pull, saw, two*

- hand puppet
- markers or counters
- pocket chart

Online Resources

- **IWB** Interactive White Board Phonics Lessons

Working with Words

Phonemic Awareness

Objective Blend phonemes

Read aloud the following rhyme. Then reread it and invite children to chime in with you:

A girl I know wears a purple skirt
To match her favorite purse and shirt.

I Do Listen as the puppet says some words from the rhyme sound by sound and then strings together these sounds: /h/ /ûr/, *her*; /p/ /ûr/ /s/, *purse*.

- We Do**
- Tell children that the words *purse* and *her* have the /ûr/ sounds.
 - Say *her* and *purse* again. Let's say them again: /h/ /ûûûrrr/, *her*; /p/ /ûûûrrr/ /sss/, *purse*. Listen for /ûr/.
 - Repeat with *shirt* and *curl*.

- You Do**
- Model how to place markers in the sound boxes on the **Sound-Spelling WorkBoard** for each sound in the word *purse*.
 - Ask children to orally blend the phonemes as you point to each marker.
 - Repeat with *her*, *shirt*, and *skirt*.

See **Practice Book** page 159.

CORRECTIVE FEEDBACK

Model how to blend the word *girl* using onset and rime. Let's say the word *girl* together in this way: /g/ /ûrl/, *girl*. Now let's blend *girl*: /gûûûrrlll/, *girl*. Continue with *her*, *curl*, and *skirt*.

Quick Check

Can children blend phonemes? If not, use Additional Instruction on pp. 306–309.

Phonics

Objective Blend words with /ûr/er, ir, ur

Review Show each of the following **Large Letter Cards** and card pairs as children say the long e sound for each: *y, ey, e, ee, and ea*. Mix the cards and repeat.

- I Do**
- Display the *Shirt* **Sound-Spelling Card**.
 - The names of these letters are *ir, er, and ur*. These letter pairs all can stand for the /ûr/ sounds: /ûr/. These are the sounds that I hear in the middle of *curl*. Listen: /k/ /ûr/ /l/, *curl*.
 - Repeat with the words *girl* and *fern*.

- We Do**
- Write the word *curl* on the board. Draw a line under the *ur* in *curl*. Have children chorally say /ûr/ as you point to the letters. The letters *ur* in a word can make the /ûr/ sounds.
 - Listen as I point to the letters and say the sounds in *curl*: /k/ /ûr/ /l/. I hear the /ûr/ sounds in the middle of *curl*. Try it with me: /k/ /ûr/ /l/, *curl*.
 - Repeat with *girl*, drawing a line under the letters *ir*, and with *fern*, drawing a line under the letters *er*.

You Do Model blending these words, sound by sound. Then have children repeat.

her	first	hurt	term
bird	turn	stir	clerk

IWB Online Phonics Lessons: *r*-Controlled Vowel *ir, ur, er*

CORRECTIVE FEEDBACK

Write *dirt* on the board. Circle the *ir*. This is the /ûr/ sound in the middle of *dirt*: /d/ /ûr/ /t/, *dirt*. Let's blend *dirt* together. Repeat with *verb* and *burn*.

Quick Check

Can children blend words with /ûr/er, ir, ur? If not, use the Additional Instruction on pp. 306–309.

Words to Know

► Review High-Frequency Words

Objective Read and use previously introduced high-frequency words

- Review high-frequency words introduced in Unit 4, Week 5. *Let's review words we learned before.*
- Hold up **Word Cards** *saw, other, pull, and two* one at a time. Have children read each word.
- Have children use each word in a sentence.

► High-Frequency Words: *does, also, another, from*

Objective Read high-frequency words

- Display **Word Cards** *does, also, another, and from* in the pocket chart.
- Have children **read, spell, and write** *does*. Point to and say *does*. *This is the word does. It is spelled d-o-e-s. How does a car work?*
- Repeat to introduce *also, another, and from*.
- Have children make up sentences using the words. Provide sentence starters such as *I like playing outside. I also like ____*. Write the completed sentences on the board.

CORRECTIVE FEEDBACK

Point to, say, and spell *does*. *This word is does. Point to the word and say it with me: does. It is spelled d-o-e-s. Spell it with me.*

Quick Check

Can children read *does, also, another, and from*? If not, use the Additional Instruction on pp. 306–309.

► Oral Vocabulary: Material Words

Objective Develop oral vocabulary

- **Define** Talk about the words *sticks, blocks, and grass* as words that we can use when we talk about what is used to make something. Introduce another word that can describe what is used to make things, such as *materials*.
- **Example** Use each word in a sentence. *I made a tower with blocks.*
- **Ask** Ask children to describe something they made and what they used to make it.

► Build Fluency: Word Automaticity

Objective Improve word accuracy

Display **Reading Triumphs** page 128. Read each word in “Working with Words,” blending the sounds or saying the words as you read. Have children blend or say each word after you.

Time to Read

► Read “A Mom Bird”

Objective Read words in connected text

- Have children read aloud “Words to Know.”
- **Choral Reading** Read “A Mom Bird” together.
- **Independent Reading** Have children whisper-read the story independently. Listen while children read, offering guidance as necessary.
- **Partner Reading** Finally, ask children to read “A Mom Bird” with a partner.

► Write

Objective Write letters, words, and a sentence

- Use the **Sound-Spelling WorkBoards**. Say the sound or sounds one at a time: /ûr/, /î/, /gr/, /d/, /s/, /n/, /b/, /e/, /fl/, /a/, /t/. Have children write the letters, using *ir* for /ûr/. Say each word: *bird, nest, grass, fly*. Have children write each word.
- Have children write about what the mom bird does for her baby. Provide the sentence starter *The mom bird ____*.

ELL Write each word, blending the sounds to form the word. Then share the pen with children, having them write the letters that they know.

See Grammar and Writing lessons on pages 292–293.



Reading Triumphs

Materials

- Reading Triumphs pp. 128; 130–137
- Practice Book p. 160
- Sound-Spelling WorkBoards
- Large Letter Cards or Letter Tiles: *a, b, c, d, e, f, g, h, i, l, m, n, o, r, s, t (2), u, y*
- Word Cards: *also, another, does, from*
- hand puppet
- markers or counters

- pocket chart

Online Resources

- **IWB** Interactive White Board Comprehension Lessons
- Graphic Organizer: Cause and Effect Chart

Working with Words

Phonemic Awareness

Objective Identify phonemes in isolation

Read aloud the following rhyme. Then reread it and invite children to chime in with you:

A girl I know wears a purple skirt
To match her favorite purse and shirt.

I Do Listen as the puppet says each word slowly. These words all have the /ûr/ sounds in the middle: *girl, purple, skirt, purse, shirt*.

- We Do**
- Ask children to say each word after you, stretching the sounds: *girl, purple, skirt, purse, shirt*.
 - Listen as I say all the sounds in these words: /gûûûrrrrlll/, *girl*; /ssskûûûrrrt/, *skirt*. What sounds do you hear in the middle of each word? Let's say the sounds together: /ûr/.
 - Repeat using *purple, purse, and shirt*.

- You Do**
- Tell children that you will say three words. Ask children to listen for words with the /ûr/ sounds and say them after you. Say: *germ, purse, plate*.
 - Repeat with *girl, grass, skirt* and *hat, her, curl*.

CORRECTIVE FEEDBACK

Using the sound boxes on the **Sound-Spelling WorkBoards**, model how to isolate the sounds in *burn*. Stretch the sounds as you drag one marker onto each box. Have children repeat the procedure. Continue with *dirt* and *fern*.

Quick Check

Do children recognize /ûr/? If not, use the Additional Instruction on pp. 306–309.

Phonics

Objective Blend words with /ûr/er, ir, ur

Review Show each of the following **Large Letter Card** pairs as children say each sound: *a_e, ai, ay, o_e, u_e*. Mix the cards and repeat.

- I Do**
- Use **Letter Cards** or **Letter Tiles** *c, u, r, l*.
 - Model blending.
 - The letter *c* stands for the sound /k/. The letters *ur* together stand for the sounds /ûr/. The letter *l* stands for the sound /l/. Listen as I blend all the sounds together: /kûûûrrrrlll/, *curl*.
 - Repeat with *term* and *girl*.

- We Do**
- Use **Letter Cards** or **Letter Tiles** *s, t, i, r* and blend the word *stir*: /ssstûûûrrrr/. Blend it with me.
 - Let's take away the *t* in *stir*. What word did we make? Let's blend the sounds together.
 - Repeat to build and blend *fir, first, and thirst*.

- You Do**
- Guide children to change the *th* in *thirst* to *b* and the *st* to *th*. What word did you make? What sounds changed to make the word *birth*?
 - Continue to have children change letters to build and blend each of these words.
bird burn turn term germ

See **Practice Book** page 160.

- ELL** Make the sounds /ûr/ and point out correct mouth position. Have children repeat. Then, as children practice words in the lesson with /ûr/, review the meanings of words that can be demonstrated in a concrete way. For example, have children describe their own or another classmate's shirt or skirt. For more support, see pages T6 and T7.

See the More Word Work lessons on page 292.

Words to Know

► High-Frequency Words: *does, also, another, from*

Objective Read high-frequency words

- Hold up the **Word Cards** one at a time: *does, also, another, and from*. Have children **read, spell, and write** each word.
- Then ask children to call out the words as you point to each card. Repeat in random order at varying speeds.

CORRECTIVE FEEDBACK

Point to, say, and spell *also*. *This word is also. Point to the word and say it with me: also. It is spelled a-l-s-o. Spell it with me. What word did you spell?*

Quick Check

Can children read *does, also, another, and from*? If not, use the Additional Instruction on pp. 306–309.

► Oral Vocabulary: Material Words

Objective Develop oral vocabulary

- Ask children to point to some materials in the room.
- **Define** Tell children that *materials* are the items we use to make something.
- **Example** Use *materials* in a sentence: *The teacher provides the materials you will need for the project.*
- **Ask** *What materials have you used to make something?*

► Build Fluency: Word Automaticity

Objective Improve word accuracy

Display **Reading Triumphs** page 128. Read each word in “Working with Words,” blending the sounds or saying the words. Have children blend or say each word after you. Then say the words in random order. Have children point to the word you say.

Time to Read

► Read “Birds’ Nests”

Objective Ask questions: Cause and effect

Before Reading Preview the selection by reading the title. *What do you think this will be about?*

- Help children set a purpose for reading: *What might we learn about nests? Let’s find out.*
- Have children read aloud “Words to Know.”

During Reading Read the story together. Use a Cause and Effect Chart to record children’s ideas. Guide children in a choral reading, pausing to check comprehension. After page 131, ask: *Where do birds make nests?* After page 133: *What materials did this bird use to make a nest?* After page 136: *How can you make a nest?*

After Reading Tell children that as they read they can think about the cause and effect of details described in the selection. *A cause is an action that makes something happen. An effect is the result of an action. Thinking about the cause and effect can help you understand the information in a selection.* Display **Reading Triumphs** page 132. *We read that the bird filled in the holes in the nest. Then we read that the nest will hold the bird’s eggs. The cause is that the bird filled in the holes. The effect is that the nest will hold the eggs because there are no longer any holes.*

IWB **Online Comprehension Lessons:** Cause and Effect

► Comprehension Check: **Text Evidence**

Display page 137. Guide children to retell the story and to use the text evidence to answer the **Think About It** questions.

► Write

Objective Write letters, words, and sentences

- Use the **Sound-Spelling WorkBoards**. Say each sound: /ûr/, /s/, /m/, /d/, /gr/, /b/, /a/, /t/, /u/. Have children write each letter, the *ir* spelling of /ûr/, and then each word: *bird, grass, dirt, mud*.
- Have children write about one of the nests described in the selection.

See Grammar and Writing lessons on pages 292–293.



Reading Triumphs

Materials

- Reading Triumphs pp. 128; 130–136
- Practice Book pp. 161–162
- Sound-Spelling WorkBoards
- Large Letter Cards: *c, l, p, r, s, t*
- Sound-Spelling Card: *Shirt*
- Photo Cards: *bird, girl, key, kite, nurse, turkey*
- Word Cards: *also, another, does, from*
- Comprehension Cards

- hand puppet
- markers or counters

Online Resources

- **IWB** **Interactive White Board** Comprehension Lessons
- Graphic Organizer: Cause and Effect Chart

Working with Words

► Phonemic Awareness

Objective Segment phonemes

Read aloud the following rhyme. Then read it again and invite children to chime in with you:

The little girl with the curls likes to dig in dirt.
But this girl with the curls always rips her shirt!

- I Do**
- Listen as the puppet says all the sounds in a word: /d/ /ûr/ /t/, *dirt*; /h/ /ûr/ /er/, *her*; /k/ /ûr/ /l/ /z/, *curls*.
 - Point out the /ûr/ sounds in each word.

- We Do**
- Place markers in the sound boxes on the **Sound-Spelling WorkBoard** for the word *dirt*.
 - Let's say the word *dirt* together. There are three markers to stand for three sounds: /d/ /ûr/ /t/. Listen as I say the sounds: /d/ /ûûûrrr/ /t/, *dirt*. Let's say the sounds in *dirt* again.
 - Repeat with *girl* and *curls*.

- You Do**
- Have children place markers in the sound boxes for the sounds in the word *hurt*, placing one marker as they say each sound.
 - Have children repeat to segment the words *bird*, *skirt*, and *term*.

CORRECTIVE FEEDBACK

Listen as I say this word: *turn*. Now listen as I say each sound in *turn*: /t/ /ûr/ /n/. What sounds do you hear in the middle of *turn*? Let's say these sounds together: /ûr/. Repeat with *perch* and *first*.

Quick Check

Can children segment phonemes?
If not, use the Additional Instruction on pp. 306–309.

► Phonics

Objective Blend words with /ûr/er, ir, ur

Review Show each of the following three-letter blends with **Large Letter Cards** as children say the sounds: *scr, spl, spr, str*. Mix the cards and repeat.

- I Do**
- Display the *Shirt* **Sound-Spelling Card**. The spellings *er, ir, and ur* can stand for the /ûr/ sounds.
 - Write *verb, shirt, and turn* on the board and circle the *er, ir, and ur* spellings as you say the /ûr/ sounds. Listen as I say and blend the word *turn*: /tûûûrrnnn/, *turn*. Where do you hear /ûr/?
 - Repeat with *blur, verb, clerk, shirt, and swirl*.

- We Do**
- Display **Photo Cards** *girl, nurse, and kite*.
 - Let's name each picture: *girl, nurse, kite*. Listen: Which picture names have the sounds /ûr/?
 - Write *girl* and *nurse* on the board. Listen as I say the word *girl*: /g/ /ûûûrrr/ /lll/. I hear /ûr/ in the middle of *girl*. I see that /ûr/ in *girl* is spelled *ir*. Repeat with the spelling *ur* in *nurse*.
 - Continue with **Photo Cards** *turkey, bird, and key*.

- You Do**
- Have children write *er* on their **WorkBoards** when you say a word with /ûr/. Say *fern, joke, jerk*. Repeat using *smile, stir, twirl* for *ir* and *curl, blur, mule* for *ur*.

► Structural Analysis

Objective Read compound words

- Write *birthday* and *birdcage* on the board. Circle the smaller words *birth, day, bird, and cage*.
- Remind children that a word made up of two smaller words is called a *compound word*. You can look for smaller words in a compound word to help you read the word. A *birthday* celebrates the day of your birth. A *birdcage* is a cage for a bird.
- Have children find the smaller words in and then read *sunburn, bedtime, rowboat, and snowflake*.

Words to Know

► High-Frequency Words: *does, also, another, from*

Objective Read high-frequency words

- Display **Word Cards** *does, also, another, and from*.
- Say the word *does*. Have children point to and spell the word aloud.
- Follow the same steps to review *also, another, and from*.

See **Practice Book** page 161.

► Oral Vocabulary: Material Words

Objective Develop oral vocabulary

- **Discuss** Remind children that *sticks, blocks, grass, and materials* are words that can describe things that we use to make something. *Birds build nests with sticks and grass.*
- **Connect** Ask children to point to something in the room and name what materials it is made of.

► Build Fluency: Word Automaticity

Objective Improve word accuracy

Display **Reading Triumphs** page 128. Read each word in “Working with Words,” blending the sounds or saying the words as you read. Have children blend or say each word after you.

Reread Have children **reread** the previous story from **Reading Triumphs**. Circulate and listen in.

Time to Read

► Read “Birds’ Nests”

Objective Ask questions: Cause and effect

- I Do**
- Remind children that they can pay attention to the cause and effect of the details in the selection.
 - *As I reread “Birds’ Nests,” I will think about the cause and effect of the details that are described in the selection. Paying attention to the cause and effect can help me to understand the information.*

- We Do**
- Guide children in a rereading of “Birds’ Nests.” Pause after page 133. *We read that the bird made a nest that swings. That is the effect. But what is the cause? The bird made the nest with grass, string, and fur. Is that the cause? No. We also read that the bird hung the nest from the branch. Is that the cause? Yes, hanging the nest on the branch causes the nest to swing. Understanding this helps us to better understand the information about the nest.*

- Guide children to identify cause-and-effect relationships as you continue to read.

- You Do**
- Have partners reread “Birds’ Nests” together. Tell children to think about the cause and effect of the details as they read. Guide them to use the evidence in the text and the illustrations and to record their ideas on the Cause and Effect Chart.

See **Practice Book** page 162.

- ELL** Provide sentence starters to help children describe the causes and effects in “Birds’ Nests”: *The _____ causes _____*. For more support, see pages T6 and T7.

IWB **Online Comprehension Lessons:** Cause and Effect

CORRECTIVE FEEDBACK

If children cannot identify cause and effect, use **Comprehension Cards: Cause and Effect**.

Quick Check

Can children identify cause and effect? If not, use the Additional Instruction on pp. 306–309.

► Write

Objective Write letters, words, and a description

- Use the **Sound-Spelling WorkBoards**. Say the sounds: /ûr/, /st/, /b/, /tr/, /n/, /t/, /d/, /ē/, /e/. Have children write the letters, using the *ir* spelling of /ûr/. Say each word: *dirt, bird, tree, nest*. Have children write each word.
- Have children draw a picture of an animal home and then write a description of how it is made.

See Grammar and Writing lessons on pages 292–293.



Reading Triumphs

Materials

- Reading Triumphs pp. 128; 130–136
- Letter Cards: *b, c, d, e, f, h, i, k, l, n, p, r, s, t, u, w*
- Letter Tiles
- Word Cards: *also, another, does, from*
- Sound-Spelling WorkBoards
- hand puppet

Working with Words

Phonemic Awareness

Objective Identify phonemes in isolation

Read aloud the following rhyme. Then reread it and invite children to chime in with you:

The little girl with the curls likes to dig in dirt.
But this girl with the curls always rips her shirt!

- I Do** ■ Use the puppet to model how to isolate sounds.
- Listen as the puppet slowly says *her, girl, curls, and shirt*. Listen to the /ûr/ sounds at the end of *her* and in the middle of each of the other words.
- We Do** ■ Ask children to say each word slowly after you: *her, girl, curls, shirt*.
- What sounds do you hear at the end of *her*? Do you hear the /ûr/ sounds? What sounds do you hear in the middle of *girl*? Do you hear the /ûr/ sounds?
- Repeat this routine with the words *curls, skirt, turn, and sir*.
- You Do** ■ Tell children that you will say three words. Ask children to listen for the words with the /ûr/ sounds. Say these words: *urge, train, hurt*.
- Which words have the /ûr/ sounds?
- Repeat with the word sets *curl, cake, first* and *show, shirt, spurt*.

ELL Make the /ûr/ sounds and point out correct mouth position. Have children repeat. Do the same for the /ē/ sound. Then have children practice saying minimal contrast word pairs, such as *fir/fee, whirl/wheel, first/feast, bird/bead*. For more support, see pages T6–T7.

Phonics

Objective Blend words with /ûr/er, ir, ur

Review Show each of the following **Large Letter Card** spellings as children say each sound: *ch, tch, wh*. Mix the cards and repeat.

- I Do** ■ Use **Letter Cards** or **Letter Tiles** *s, i, r*. Model blending.
- The letter *s* stands for /s/. The letters *i* and *r* together stand for /ûr/. Listen as I blend these sounds together: /sssûûrrr/, *sir*. Say it with me: *sir*.
- We Do** ■ Let's change the *s* in *sir* to *st*. What word did we make? Let's blend the sounds: /sstûûrrr/, *stir*.
- Now let's change the *ir* in *stir* to *ern*. What word did we make? Let's blend: /sstûûrrrrnn/, *stern*.
- You Do** ■ Guide children to use **Letter Cards** or **Letter Tiles** *b, u, r, n* to make the word *burn*. Blend the sounds in this word: /bûûrrrrnn/, *burn*.
- Now change the *b* in *burn* to *t*. What word did you make? Blend the sounds in this word.
- Now change the *t* in *turn* to *h* and then change the *n* to *l*. What new word did you make? Blend the sounds in this word.
- Change the *l* in *hurl* to *t*. Have children continue to change letters to make *her, shirt, third, and thirst*.

CORRECTIVE FEEDBACK

Give four children **Letter Cards** *d, i, r, t*. Model blending *dirt*. Have the two children holding *i* and *r* say /ûr/ and write *ir*. Have the other children say /ûr/. Repeat for *d* and then *t*, blending /dûûûrrr/ and then /dûûûrrrt/. Continue the routine with *fern* and *curb*.

Quick Check

Can children blend sounds in words with /ûr/? If not, use the Additional Instruction on pp. 306–309.

Words to Know

► High-Frequency Words: *does, also, another, from*

Objective Read high-frequency words

- Place **Word Cards** *does, also, another, and from* facedown.
- Tell children that you will turn over the **Word Cards** one at a time for them to read.
- Turn the cards over one at a time and have children chorally call out each word.
- Mix and repeat.

CORRECTIVE FEEDBACK

Point to, say, and spell *another*. This word is *another*. Point to the word and say it with me: *another*. It is spelled *a-n-o-t-h-e-r*. Spell it with me. What word did you spell?

Quick Check

Can children read *does, also, another, and from*? If not, use the Additional Instruction on pp. 306–309.

► Oral Vocabulary: Material Words

Objective Develop oral vocabulary

- **Confirm** Remind children that *sticks, blocks, grass, and materials* are words that can describe things that we use to make something.
- **Discuss** Talk about other material words, such as *wood* and *bricks*.
- **Connect** Have children use the words as they act out building something.

For Additional Instruction see pages 306–309.

► Build Fluency: Word Automaticity

Objective Improve word accuracy

Display **Reading Triumphs** page 128. Read each word in “Working with Words,” blending the sounds or saying the words as you read. Have children blend or say each word after you. Reread each row, asking children to echo-read.

Reread Have children **reread** the previous story from **Reading Triumphs**. Circulate and listen in.

Time to Read

► Read “Birds’ Nests”

Objective Ask questions: Cause and effect

I Do

Before Reading Tell children that as they read “Birds’ Nests” again, they can ask themselves questions about the cause-and-effect relationships. We can ask ourselves questions about the information in the selection and about what is a cause and what is an effect.

We Do

During Reading Reread the story together, pausing as needed to support children’s comprehension. Model asking questions. On page 135, say: We read that the bird sits on her eggs and keeps them warm. I ask myself, “Why does the mother sit on the eggs?” Is this a cause or an effect? Yes, the mother sitting on her eggs is the cause. The effect is that the eggs are warm. Now we understand why the bird sits on her eggs.

You Do

After Reading Have pairs of children reread the story together. Prompt partners to ask themselves questions about the cause-and-effect relationships in the selection.

► Build Fluency: Connected Text

Objective Model fluency

Echo-Read Read selected pages of “Birds’ Nests” aloud. Have children echo-read, using the same expression and pacing as you.

► Write

Objective Write letters, words, and sentences

- Use the **Sound-Spelling WorkBoards**. Say the sounds one at a time: /ûr/, /ē/, /tr/, /d/, /p/, /ch/, /t/. Have children write the letters and both the *ir* and *er* spellings of /ûr/. Say each word: *dirt, perch, tree*. Have children write each word.
- Ask children to write sentences about different kinds of homes.

See the Writing lessons on page 293.



Reading Triumphs

Materials

- Reading Triumphs pp. 130–136
- Take-Home Book; Practice Book pp. 163–164
- Listening Library
- Assessment Book
- Comprehension Cards

- Photo Cards: *ant, banana, bird, boat, circle, girl, insect, mop, net, nurse, rake, thermometer, thirteen, trumpet, turkey, undershirt, wheel, yogurt*

Online Resources

- Bibliography

Working with Words

► Phonemic Awareness

Objective Review phonemes

- I Do**
- Listen as I say a word in parts: /b/ /ûr/ /d/. I can blend these sounds: /bûûrrrd/. Say it with me: *bird*.
 - Listen to the sounds in the middle of *bird*: /ûr/.
 - Repeat this procedure with *hurt, dirt, and fern*.
- We Do**
- Invite children to sit in a circle. Hold up **Photo Card** *girl*.
 - Have children segment and blend the word *girl* with you: /g/ /ûr/ /l/, /gûûrrll/, *girl*.
 - Give a child **Photo Card** *girl*. Ask that child to say *girl* and another word with the /ûr/ sounds, such as *skirt*.
 - Ask children to segment and blend that word with you: /s/ /k/ /ûr/ /t/, /ssskûûrrrt/, *skirt*.
- You Do**
- Place the following **Photo Cards** facedown: *ant, banana, bird, boat, circle, girl, insect, mop, net, nurse, rake, thermometer, thirteen, trumpet, turkey, undershirt, wheel, yogurt*.
 - Ask children to take turns turning cards faceup. When a card has the /ûr/ sounds, children should call out the picture name.
 - Guide children to segment and blend each word with the /ûr/ sounds.

► Phonics

Objective Review blending words with /ûr/er, ir, ur

- I Do**
- Write the word *bird* on the board. Underline the *ir* in *bird*. This word is *bird*. In the word *bird*, the /ûr/ sounds are spelled *ir*.
 - Write the word *fur* on the board, starting a new column. Underline the *ur* in *fur*. This is the word *fur*. In the word *fur*, the /ûr/ sounds are spelled *ur*.
 - Write the word *jerk* on the board, starting a new column. Underline the *er* in *jerk*. This word is *jerk*. In the word *jerk*, the /ûr/ sounds are spelled *er*.
- We Do**
- Display **Photo Cards** *girl* and *nurse*. Ask children to read the words on the backs of the cards. How are the /ûr/ sounds spelled in *girl*? How are the sounds spelled in *nurse*?
 - Where on the board should we write *girl*? Where should we write *nurse*? Write *girl* below the word *bird* and *nurse* below the word *fur*.
- You Do**
- Point to the word *bird* on the board. Provide clues to help children name other words with /ûr/ spelled *ir*.
 - Say these clues: I am thinking of a sound a bird makes. I am also thinking of a word that means "wanting something to drink." This word begins with /th/.
 - Write the words *chirp* and *thirsty* under *bird*.
 - Repeat the routine for /ûr/ spelled *ur* and *er*.

Words to Know

► High-Frequency Words: *does, also, another, from*

Objective Review high-frequency words

- Say each high-frequency word, one at a time: *does, also, another, and from*.
- Have children spell and write each word.
- Have children write a sentence using at least one of the high-frequency words.
- Have partners share their sentences and then read each other's sentence aloud.

ELL Model using each word in a sentence. For more support, see pages T6 and T7.

Time to Read

► Read Take-Home Book

Objective Review ask questions: Cause and effect

- Reread and review "Birds' Nests" using the **Listening Library** audio selection. Then read the **Take-Home Book** selection together.
- Have children whisper-read the **Take-Home Book** selection independently. Listen while children read, offering guidance as necessary.
- Guide children to ask themselves questions about the details and to look for cause-and-effect relationships in the **Take-Home Book** selection.

See **Practice Book** pages 163–164.

► After Reading

Have children respond to "Birds' Nests" and the **Take-Home Book** selection by comparing and contrasting the information in each:

- What did you learn about in each selection?
- Name a cause and an effect from each selection.

CORRECTIVE FEEDBACK

If children cannot identify cause and effect, use **Comprehension Cards: Cause and Effect**.

Quick Check

Can children identify cause and effect?
If not, use the Additional Instruction on pp. 306–309.

► Build Fluency: Connected Text

Objective Increase reading speed

- Review the **Take-Home Book** story, pointing out story words and content. Have pairs of children take turns reading aloud the story to each other.
- Guide children to read aloud the selection with appropriate expression and speed.

► Writing

Objective Write and share simple sentences

- Have children write simple sentences about a cause and effect in one of the selections they have read.
- Encourage children to use the high-frequency words and words with /ûr/ spelled *er, ir, and ur*.
- Invite children to read their sentences to a partner.

See the Writing lessons on page 293.

Invite children to read the **Take-Home Book** selection to their family and friends.

► Self-Selected Reading

Objective Read independently

Have children select books to read on their own. See the Online Bibliography for suggested titles.

Weekly Assessment

Have children complete the Weekly Assessment on **Assessment Book** pages 160–163.

Fluency Use the passage on **Assessment Book** pages 44–45.

Lesson 1

Grammar

Adjectives

Writing

Shared Writing

Lesson 2

More Word Work

Compound Words

Grammar

Adjectives

Writing

Interactive Writing

Lesson 3

Grammar

Mechanics

Writing

Trait: Voice

Independent Writing:

Focus and Plan,
Prewrite and Draft

Lesson 4

More Word Work

Word Sort

Writing

Independent Writing:

Revise and Edit

Lesson 5

Writing

Independent Writing:

Publish and Present

More Word Work

Materials

- large index cards with *chirp, curb, curl, first, germ, girl, herd, verb* and **spelling words** *bird, dirt, fur, her, turn*
- pocket chart

► Compound Words

Objective Understand compound words

- Write and read aloud the word *sunset*. Ask children if they hear anything familiar in *sunset*.
- Point out that *sunset* is made up of two smaller words: *sun* and *set*.
- Have children clap out the two syllables in *sunset* with you. Write *sun, set, and sunset* on the board. Circle *sun* and *set* inside *sunset*.
- Explain that a word made up of two smaller words is called a *compound word*. **Looking for smaller words in a longer compound word can help you read and understand the word.**
- Write and read aloud *blackbird, bathrobe, playground, and sunset*. Ask children to find the smaller words they know in the compound words. Circle the words and blend the words. Have children chorally repeat all of the words.

► Word Sort with *r*-controlled vowels *er, ir, ur*

Objective Sort words with *r*-controlled vowel sound /ûr/

- Place the cards for *her, dirt, and fur* in three columns in the pocket chart. Point to the letters as you say the sounds and read the words.
- Hold up the card for *herd*. Point to the letters as you say the sounds: /h/ /ûr/ /d/, *herd*. Model placing the card for *herd* under *her*. Point out that the letters *er, ir, and ur* all have the /ûr/ sound.
- Repeat for other cards. Have children sort the cards by spelling. Then have children chorally read all of the words.

Grammar

► Adjectives

Objective Understand adjectives

- Remind children that a *noun* names a person, place, or thing. Explain that an *adjective* is a word that describes a noun.
- Explain that words that tell about size and shape and how things look, sound, feel, smell, or taste are called *adjectives*. **Adjectives are words that we can use to describe people, places, or things.**
- Write these words on the board: *small bird, blue sky, and hot sun*. Read aloud each phrase and underline the adjective. Point out that each adjective describes a noun. Ask: **What is small? What is blue? What is hot?** Circle the noun in each phrase. Then have children chorally repeat the phrases.
- Write and read aloud these sentences:
 1. *The blue bird has a large nest.*
 2. *The gray cat has a small toy.*
 3. *The little girl has a sweet treat.*
 4. *There were white clouds in the blue sky.*
 Have children name the nouns in the sentences. Circle the nouns. Then ask them to tell what words describe each noun. Underline the adjectives. Have children chorally read the sentences.
- Write and read aloud these sentences:
 1. *The moon is large.*
 2. *The bird is happy.*
 3. *The girl is sleepy.*
 Have children name the nouns. Then ask them to tell what word is used to describe each noun. Circle the adjectives. Then have children chorally read the sentences.

► Mechanics: Capitalization and End Marks

- Review how capital letters are used in proper nouns. Remind children that proper nouns are the names of people and special places and things.
- Point out that all proper nouns begin with capital letters. Write and read: *The teacher asked Fern and Vern a question.* Have children name the proper nouns in the sentence. Remind them that all sentences begin with a capital letter and end with a punctuation mark.
- Write and read: *The dog has soft fur. Does your dog have soft fur? I like soft fur!* Have children name the end marks.

Writing

Descriptive Sentences

Objective Compose descriptive sentences

► Shared Writing

- Discuss with children how a bird makes a nest in the story “Birds’ Nest.”
- Tell children that they will be helping you write descriptive sentences about birds they have seen.
- Have children tell about the kinds of birds they have seen in trees. List children’s responses.
- Use children’s responses to write sample descriptive sentences: *I see small blue birds in trees.*

► Interactive Writing

- Ask children to tell about the activities they have seen birds doing in trees. Have them describe the birds, and their sounds and movements. Tell them to describe the tree, too. Record children’s responses.
- Pick an idea to write about, such as birds singing.
- Model sentences by writing from the suggestions: *I saw small brown birds in a tall green tree. The birds were singing a pretty song.*
- Once a sentence is generated, repeat it several times for children. Have children share the pen to help write words or add a punctuation mark. Repeat with more sentences.
- Point out the adjectives that children have used.

► Writing Trait: Voice

- Explain that writers can use adjectives to make their writing come to life.
- Write and read: *I see the night sky. I smile as I look at the bright stars in the night sky.* Point out that the first sentence does not tell how the writer feels. The second sentence gives a better description.

► Independent Writing

Focus and Plan

- Have children think about the different kinds of birds they have seen in trees. Ask them to describe what the birds were doing.

Prewrite and Draft

- Tell children to draw a picture of birds they have seen in trees. Encourage children to draw details showing what the birds are doing. Have them give details about the tree, too.
- Then tell children to draft two to three descriptive sentences for their drawing.
- Remind children to use words that tell about the birds’ size and shape and how the birds look and sound, as well as the size, shape, and color of the tree.

Revise and Edit

- Ask children to check the descriptive sentences they wrote. Have them decide if the sentences describe what the birds and trees look like, and if the sentences describe what the birds are doing.
- Have children work with a partner and read each other’s descriptive sentences. *Did your partner use words to describe what the birds and trees look like?*

ELL Have children make a drawing to show the kinds of birds they have seen in trees. Write these sentences: *I see _____ birds. The birds are _____. The trees are _____. Guide children in filling in the sentence frames with adjectives. Then read aloud the completed sentences and have children chorally repeat.*

Publish and Present

- Have partners take turns reading their descriptive sentences to the class.
- Create a class Bird book.



Reading Triumphs

Materials

- Reading Triumphs pp. 138–139
- Practice Book p. 165
- Sound-Spelling WorkBoards
- Large Letter Cards: *a, g, h, i, o, w, y*
- Sound-Spelling Card: *Star*
- Word Cards: *also, another, any, better, does, from, knew, were*

- hand puppet
- markers or counters
- pocket chart

Online Resources

- **IWB** Interactive White Board Phonics Lessons

Working with Words

Phonemic Awareness

Objective Blend phonemes

Read aloud the following rhyme. Then reread it and invite children to chime in with you:

We left the yard to go to the park.
The park was far, so we went in a car.

I Do Listen as the puppet says some words from the rhyme sound by sound, then strings the sounds together: /y /är/ /d/, /yyyääärrrd/, yard; /p/ /är/ /k/, /pääärrrk/, park; /f/ /är/, /fffääärrr/, far.

We Do ■ Tell children that *yard* has the /är/ sounds.
■ Say *yard* again. Let's say this word together: yard, /yyy/ /ääärrr/ /d/. Listen for the /är/ sounds.
■ Repeat with *far/car, park/mark, and dart/start*.

You Do ■ Model how to place markers in the sound boxes on the **Sound-Spelling WorkBoard** for each sound in the word *park*.
■ Ask children to orally blend the phonemes as you point to each marker.
■ Repeat to have children blend other words with /är/, such as *car, far, and yard*.

See **Practice Book** page 165.

CORRECTIVE FEEDBACK

Model how to blend the word *bark* using onset and rime: /b/ /ääärrrk/. Let's say the word *bark* together in this way: /b/ /ääärrrk/, bark. Now let's blend bark: /bääärrrk/, bark. Continue with *dark, jar, and cart*.

Quick Check

Can children blend phonemes? If not, use Additional Instruction on pp. 306–309.

Phonics

Objective Blend words with /är/ar

Review Show each of these **Large Letter Cards** for long *o* and long *i* spellings as children say each sound: *o, oa, ow, i, y, igh*. Mix the spellings; repeat.

I Do ■ Display the *Star Sound-Spelling Card*.
■ Together, the letters *a* and *r* can stand for the /är/ sounds. These are the sounds at the end of *star* and in the middle of *farm*. Listen: /f/ /är/ /m/.
■ Repeat with the words *bark, car, and jar*.

We Do ■ Write the word *park* on the board. Draw a line under the *ar* in *park*. Have children chorally say /är/ as you point to the letters.
■ Listen as I point to the letters and say the sounds in *park*: /p/ /är/ /k/. I hear the sounds /är/ in the middle of *park*. Try it with me: /p/ /ääärrr/ /k/, park.
■ Repeat this procedure with *mark, yard, and far*.

You Do ■ Model blending these words sound by sound. Then have children repeat.

far	star	bar	bark
part	dark	yard	hard

IWB Online Phonics Lessons: *r*-Controlled Vowel *ar*

CORRECTIVE FEEDBACK

Write the word *park* on the board. Have children draw a line under the *ar* in *park*. These letters stand for the /är/ sounds in the middle of *park*: /p/ /är/ /k/, park. Let's blend *park* together: /pääärrrk/, park. Repeat with *bark, farm, and start*.

Quick Check

Can children blend words with /är/ar? If not, use the Additional Instruction on pp. 306–309.

Words to Know

► Review High-Frequency Words

Objective Read and use previously introduced high-frequency words

- Review high-frequency words introduced in Unit 5, Week 1. *Let's review words we learned before.*
- Hold up **Word Cards** *does, also, another*, and *from* one at a time. Have children read each word.
- Have children use each word in a sentence.

► High-Frequency Words: *knew, were, any, better*

Objective Read high-frequency words

- Display **Word Cards** *knew, were, any*, and *better* in the pocket chart.
- Have children **read, spell, and write** *knew*. Point to and say the word *knew*. *This is the word knew. It is spelled k-n-e-w. I knew you would like this story.*
- Repeat to introduce *were, any*, and *better*.
- Have children make up sentences using the words. Provide sentence starters such as *The _____ were very tasty* or *I never knew that _____*. Write the completed sentences on the board.

CORRECTIVE FEEDBACK

Point to, say, and spell *knew*. *This is knew. Point to the word and say it with me: knew. It is spelled k-n-e-w. Spell it with me. What word did you spell?*

Quick Check

Can children read *knew, were, any*, and *better*? If not, use the Additional Instruction on pp. 306–309.

► Oral Vocabulary: Camping Words

Objective Develop oral vocabulary

- **Define** Explain that the words *hiking, tent*, and *backpack* are words that you might use to talk about camping. *Supplies* is another word they might use when talking about camping.
- **Example** Use each word in a sentence. *I sleep in a tent when I go camping.*
- **Ask** Have children use the words as they discuss any experiences they have had camping or stories they've read in which characters go camping.

► Build Fluency: Word Automaticity

Objective Improve word accuracy

Display **Reading Triumphs** page 138. Read each word in "Working with Words," blending the sounds or saying the words as you read. Have children blend or say each word after you.

Time to Read

► Read "Camping in the Yard"

Objective Read words in connected text

- Have children read aloud "Words to Know."
- **Choral Reading** Read the story together.
- **Independent Reading** Have children whisper-read the story independently. Listen while children read, offering guidance as necessary.
- **Partner Reading** Finally, ask children to partner-read "Camping in the Yard."

► Write

Objective Write letters, words, and sentences

- Use the **Sound-Spelling WorkBoards**. Say each sound one at a time: /är/, /ē/, /st/, /d/, /z/, /sl/, /y/, /p/. Have children write the letters. Say each word: *yard, stars, sleep*. Have children write each word.
- Have children write sentences about what the children do in "Camping in the Yard."

ELL Write each word, blending the sounds to form the word. Then share the pen with children, having them write the letters that they know.

See Grammar and Writing lessons on pages 304–305.



Reading Triumphs

Materials

- Reading Triumphs pp. 138; 140–147
- Practice Book p. 166
- Sound-Spelling WorkBoards
- Large Letter Cards: *a, b, c, d, e (2), f, h, j, k, n, p, r, s, t, y*
- Letter Tiles
- Word Cards: *any, better, knew, were*
- hand puppet

- markers or counters

Online Resources

- **IWB** Interactive White Board Comprehension Lessons
- Graphic Organizer: Make Inferences Chart

Working with Words

► Phonemic Awareness

Objective Identify phonemes in isolation

Read aloud the following rhyme. Then reread it and invite children to chime in with you:

We left the yard to go to the park.
The park was far, so we went in a car.

- I Do** Listen as the puppet says each word slowly. All the words have the /är/ sounds.

yard park far car

- We Do**
- Ask children to say each word after you, stretching the sounds: *yard, park, far, car*.
 - Listen as I say the sounds in these words: /yääärrrd/, *yard*; /pääärrrk/, *park*; /ffääärrr/, *far*; /kääärrr/, *car*.
 - What sounds do you hear in each word? Let's say the sounds together: /är/. Explain that they are hearing the *r*-controlled sounds /är/.

- You Do**
- Tell children that you will say four words. Ask children to listen for words with /är/ and say the words after you. Say: *star, like, load, lark*.
 - Which words have the /är/ sounds?
 - Repeat with *pet, park, yarn, mole*; and *yard, hard, truck, tent*.

CORRECTIVE FEEDBACK

Using the sound boxes on the **Sound-Spelling WorkBoards**, model how to isolate the sounds in the word *car*. Stretch the sounds as you drag one marker onto each box. Have children repeat. Continue with *star, art, and mark*.

Quick Check

Do children recognize /är/? If not, use the Additional Instruction on pp. 306–309.

► Phonics

Objective Blend words with /är/ar

Review Show each of the following spellings with **Large Letter Cards** as children say the long *e* sound: *e, ea, ee, ey, y*. Mix the spellings and repeat.

- I Do**
- Use **Letter Cards** or **Letter Tiles** *c, a, r, t*.
 - Model blending. The letter *c* stands for the sound /k/. The letters *ar* together stand for the sounds /är/. The letter *t* stands for the sound /t/. Listen as I blend all the sounds together: /kääärrrt/, *cart*.
 - Repeat with *dart, dark, and barn*.

- We Do**
- Use **Letter Cards** or **Letter Tiles** *c, a, r*.
 - Let's change the *c* in *car* to *f*. What word did we make? Let's blend the sounds together.
 - Repeat to build and blend *jar, tar, and star*.

- You Do**
- Guide children to change the *t* in *star* to *c*. What word did you make? What sound changed to make the word *scar*?
 - Now take away the *s* in *scar* and add *t* at the end. What word did you make? What sounds changed to make the word *cart*?
 - Continue to have children change letters to build and blend each of these words.
dart dark spark shark sharp harp

See **Practice Book** page 166.

- ELL** Make the /är/ sounds and point out correct mouth position. Have children repeat. Then, as children practice words with /är/, review the meanings of words that can be demonstrated in a concrete way. For example, have children draw a card with stars on it and talk about their star-filled card with a partner. For more support, see pages T6 and T7.

See the More Word Work lessons on page 304.

Words to Know

► High-Frequency Words: *knew, were, any, better*

Objective Read high-frequency words

- Hold up the **Word Cards** one at a time: *knew, were, any, and better*. Have children **read, spell, and write** each word.
- Have children call out the words as you point to each card. Repeat in random order at varying speeds.

CORRECTIVE FEEDBACK

Point to, say, and spell *were*. *This word is were. Point to the word and say it with me: were. It is spelled w-e-r-e. Spell it with me. What word did you spell?*

Quick Check

Can children read *knew, were, any, and better*? If not, use the **Additional Instruction** on pp. 306–309.

► Oral Vocabulary: Camping Words

Objective Develop oral vocabulary

- Ask children to think of what supplies they might put in their backpacks if they went camping.
- **Define** Tell children that *supplies* are the things that you need for a particular activity.
- **Example** Use *supplies* in a sentence: *Some supplies you need for camping are a tent and canned food.*
- **Ask** *What supplies might you bring when you go on an adventure?*

► Build Fluency: Word Automaticity

Objective Improve word accuracy

Display **Reading Triumphs** page 138. Read each word in “Working with Words,” blending the sounds or saying the words as you read. Have children blend or say each word after you. Say the words in random order. Have children point to each word you say.

Time to Read

► Read “At the Big Park”

Objective Ask questions: Make inferences

Before Reading Preview the story by reading the title aloud. *What do you think this story will be about?*

- Help children set a purpose for reading: *What might the characters do at the big park? Let’s find out.*
- Have children read aloud “Words to Know.”

During Reading Read the story together. Use a Make Inferences Chart to record children’s ideas. Guide children in a choral reading of the story, pausing to check comprehension. After page 141, ask: *Why did the family go to the big park?* After page 143: *What is something the characters saw when they went hiking?* After page 145: *What did the boy think was the best part of camping?*

After Reading Tell children that as they read they can use the text and the illustrations to make inferences about the story events. *Sometimes the words do not explain everything in the story. We can use the words to figure out, or make inferences about, why certain things happen.* Display **Reading Triumphs** pages 141. *The words say that mom and dad knew how to set up the tent. The words also tell us that mom and dad camped a lot. I can make the inference that mom and dad knew how to set up the tent because they camped a lot and had learned how to do it.*

IWB **Online Comprehension Lessons:** Make Inferences

► Comprehension Check: **Text Evidence**

Display page 147. Guide children to retell the story and to use the text evidence to answer the **Think About It** questions.

► Write

Objective Write letters, words, and sentences

- Use the **Sound-Spelling WorkBoards**. Say each sound: /är/, /ā/, /b/, /ī/, /tr/, /h/, /p/, /l/, /k/, /ō/, /t/. Have children write the letters and then each word: *park, trail, boat, hike*.
- Have children write about what the story family does. See Grammar and Writing lessons on pages 304–305.



Reading Triumphs

Materials

- Reading Triumphs pp. 138; 140–146
- Practice Book pp. 167–168
- Sound-Spelling WorkBoards
- Large Letter Cards: *a, i, r, y*
- Photo Cards: *ant, barn, car, farm, hand, yarn*
- Word Cards: *any, better, knew, were*
- Comprehension Cards

- hand puppet
- markers or counters

Online Resources

- **IWB** Interactive White Board Comprehension Lessons
- Graphic Organizer: Make Inferences Chart

Working with Words

► Phonemic Awareness

Objective Segment phonemes

Read aloud the following rhyme. Then read it again and invite children to chime in with you:

When it's dark and I'm in my yard,
Finding stars is not very hard.

- I Do** ■ Listen as the puppet says each sound in a word: /d/ /är/ /k/, *dark*; /y/ /är/ /d/, *yard*; /h/ /är/ /d/, *hard*.

- Point out the /är/ sounds in each word.

- We Do** ■ Place markers in the sound boxes on the **Sound-Spelling WorkBoard** for *dark*.
- Let's say the word *dark* together. There are three markers to stand for the sounds: /d/ /är/ /k/. Listen as I say the sounds: /d/ /ääärrr/ /k/, *dark*. Let's say the sounds in *dark* again.
- Repeat with *car, star, and yard*.

- You Do** ■ Have children place markers in the sound boxes for the sounds in the word *car*, placing one marker as they say each sound.
- Have children repeat to segment the words *mark, hard, star, and charm*.

CORRECTIVE FEEDBACK

Listen as I say this word: *park*. Now listen as I say the sounds in *park*: /p/ /är/ /k/. What sounds do you hear in the middle of *park*? Let's say these sounds together: /är/. Repeat with *star* and *hard*.

Quick Check

Can children segment phonemes? If not, use the Additional Instruction on pp. 306–309.

► Phonics

Objective Blend words with /är/ar

Review Show each of the following **Large Letter Card** pairs as children say each sound: *ai, ay*. Mix the spellings and repeat.

- I Do** ■ Display **Letter Cards** *a* and *r*. The names of these letters are *a* and *r*. The letters *a* and *r* together can stand for the sounds /är/. I hear /är/ in the middle of *yard*: /yyyääärrrd/, *yard*.
- Write the word *yard* on the board. Draw a line under the letters *ar* as you say the sounds /är/.
- Repeat with *start, hard, and shark*.

- We Do** ■ Display **Photo Cards** *car, hand, and yarn*. Let's name each picture: *car, hand, yarn*. Listen: Which picture names have the /är/ sounds?
- Write *car* and *yarn* on the board. Listen as I say *car*: /k/ /ääärrr/. I hear /är/ at the end of *car*, so I hold up **Letter Cards** *a, r*.
- Now let's say *yarn*: /y/ /ääärrr/ /n/. Where is the /är/? When should I hold up **Letter Cards** *a, r*?
- Repeat with **Photo Cards** *farm, barn, and ant*.

- You Do** Have children write *a, r* on the **Sound-Spelling WorkBoards** when you say a word with /är/. Say these words: *dark, yard, not, hard, near, far, star, day*.

► Structural Analysis

Objective Recognize inflectional endings -ed, -ing (changing y to i and doubling final consonant)

- Write *try* on the board. Circle *y*. Point out that when you add the -ed ending to *try*, the *y* changes to *i*: *tried*. When you add the -ing ending, the *y* spelling does not change: *trying*. Repeat with *hurry* and *cry*.
- Write *skip* on the board. Explain that when you add -ed or -ing to *skip*, the *p* is doubled: *skipped, skipping*. Repeat with other short-vowel verbs, such as *jog, rub*.

Words to Know

► High-Frequency Words: *knew, were, any, better*

Objective Read high-frequency words

- Display **Word Cards** *knew, were, any, and better*.
- Say the word *knew*. Have children point to and spell the word aloud.
- Follow the same steps to review *were, any, and better*.

See **Practice Book** page 167.

► Oral Vocabulary: Camping Words

Objective Develop oral vocabulary

- **Discuss** Remind children that *hiking, tent, backpack, and supplies* are words that you might use to talk about camping. *A tent is one of many supplies you might take when you go camping.*
- **Connect** Ask children to act out going camping while using the words *hiking, tent, backpack, and supplies*.

► Build Fluency: Word Automaticity

Objective Improve word accuracy

Display **Reading Triumphs** page 138. Read each word in “Working with Words,” blending the sounds or saying the words as you read. Have children blend each word after you.

Reread Have children **reread** the previous story from **Reading Triumphs**. Circulate and listen in.

Time to Read

► Read “At the Big Park”

Objective Ask questions: Make inferences

- **I Do** ■ Remind children that as they read they can use the text to make inferences about the story events.
- *I know that authors do not always state everything in stories. As I reread “At the Big Park,” I will use the information in the text to make inferences about the story events and to figure out the things that the author did not state.*

- **We Do** ■ Guide children in a rereading of “At the Big Park.” Pause after reading page 142. *The boy says that they went swimming and boating most days. What inference can we make about how the boy feels about swimming and boating? We can make the inference that he really likes swimming and boating because he says “What could be better than that?”*
- Guide children to make inferences as you continue to read the story.

- **You Do** ■ Have partners reread “At the Big Park” together. Guide children to use the evidence in the text and the illustrations to make inferences about things in the story that are not stated. Have them record their ideas on the Make Inferences Chart.

See **Practice Book** page 168.

- **ELL** Provide sentence starters to help children make inferences about “At the Big Park”: *The words tell me that _____, so I can figure out that _____.* For more support, see pages T6 and T7.

IWB **Online Comprehension Lessons:** Make Inferences

CORRECTIVE FEEDBACK

If children cannot make inferences, use **Comprehension Cards: Make Inferences**.

Quick Check

Can children make inferences? If not, use Additional Instruction on pp. 306–309.

► Write

Objective Write letters, words, and sentences

- Use the **Sound-Spelling WorkBoards**. Say the sounds: /är/, /a/, /ä/, /p/, /tr/, /k/, /n/, /f/. Have children write the letters. Say each word: *pack, car, train, park, far*. Have children write each word.
- Guide children to write sentences about something they have done with their families.

See Grammar and Writing lessons on pages 304–305.



Reading Triumphs

Materials

- Reading Triumphs pp. 138; 140–146
- Large Letter Cards: *a, b, c, d, e, h, i, m, n, o, p, r, s, t (2), u, y*
- Letter Tiles
- Word Cards: *any, better, knew, were*
- Sound-Spelling WorkBoards
- hand puppet

Working with Words

► Phonemic Awareness

Objective Identify phonemes in isolation

Read aloud the following rhyme. Then reread it and invite children to chime in with you:

When it's dark and I'm in my yard,
Finding stars is not very hard.

- I Do**
- Use the puppet to model how to isolate sounds.
 - Listen as the puppet slowly says *dark, yard, stars, and hard*. Listen to the /är/ sounds in each word.

- We Do**
- Ask children to say each word slowly after you: *dark, yard, stars, hard*.
 - What sounds do you hear in the middle of each word? Do you hear the /är/ sounds?
 - Repeat with *far* and *star*.
 - What sounds do you hear at the end of *far* and *star*? Do you hear the /är/ sounds?

- You Do**
- Tell children that you will say a group of words. Ask children to listen for the words with the /är/ sounds. Say these words: *smart, flight, park, hard, save*.
 - Which words have the /är/ sounds?
 - Repeat with the word sets *snail, art, harp, free, scar* and *chart, car, like, spark, whale*.

ELL Make the /är/ sounds and point out correct mouth position. Have children repeat. Do the same for the /ûr/ sounds. Then have children practice saying minimal contrast word pairs, such as *hard/herd, lark/lurk, far/fur, farm/firm, barn/burn*. For more support, see pages T6–T7.

► Phonics

Objective Blend words with /är/ar

Review Show each of the following **Large Letter Card** spellings as children say each sound: *a_e, i_e, o_e, u_e*. Mix the cards and repeat.

- I Do**
- Use **Letter Cards** or **Letter Tiles** *y, a, r, n*. Model blending. The letter *y* stands for /y/. The letters *ar* stand for the /är/ sounds. The letter *n* stands for /n/. Listen as I blend all these sounds together: /yyyäärrrrnn/, *yarn*. Say it with me: *yarn*.
 - Repeat with *barn* and *bar*.

- We Do**
- Let's change the *b* in *bar* to *c*. What word did we make? Let's blend the sounds: /kääärrr/, *car*.
 - What sounds are at the end of *bar* and *car*? What letters stand for those sounds?
 - Now let's add *d* to the end of *car*. What word did we make? Let's blend the sounds: /kääärrrd/, *card*.

- You Do**
- Guide children to change the *c* in *card* to *y*. What word did you make? Blend the sounds.
 - Now change the *y* in *yard* to *h*. Have children continue to change one or two letters to build and blend *harm, arm, charm, chart, start, and smart*.

See the More Word Work lessons on page 304.

CORRECTIVE FEEDBACK

Give three children **Letter Cards** *a, r, m*. Model blending *arm*. Have the two children holding *a* and *r* say /är/ and write *ar*. Have the other children say /är/. Blend /ääärrr/. Repeat for *m* and then blend /ääärrmmm/. Continue the routine with *star, part*.

Quick Check

Can children blend sounds in words with /är/ar? If not, use the Additional Instruction on pp. 306–309.

Words to Know

► High-Frequency Words: *knew, were, any, better*

Objective Read high-frequency words

- Place **Word Cards** *knew, were, any, and better* facedown.
- Tell children that you will turn over the **Word Cards** one at a time for them to read.
- Turn the cards over one at a time and have children chorally call out each word.
- Mix and repeat.

CORRECTIVE FEEDBACK

Point to, say, and spell *any*. This word is *any*. Point to the word and say it with me: *any*. It is spelled *a-n-y*. Spell it with me. What word did you spell?

Quick Check

Can children read *knew, were, any, and better*? If not, use the Additional Instruction on pp. 306–309.

► Oral Vocabulary: Camping Words

Objective Develop oral vocabulary

- **Confirm** Remind children that *hiking, tent, backpack, and supplies* are words that can be used to talk about camping.
- **Discuss** Talk about other words that can be used to talk about camping, such as *nature* and *rustic*.
- **Connect** Invite children to discuss experiences they have had with nature.

► Build Fluency: Word Automaticity

Objective Improve word accuracy

Display **Reading Triumphs** page 138. Read each word in “Working with Words,” blending the sounds or saying the words as you read. Have children blend or say each word after you. Reread each row, asking children to echo-read.

Reread Have children **reread** the previous story from **Reading Triumphs**. Circulate and listen in.

Time to Read

► Read “At the Big Park”

Objective Ask questions: Make inferences

I Do **Before Reading** Tell children that as they read “At the Big Park” again, they can ask themselves questions about the story events and about what the author has not told them. We can ask ourselves questions about the story events and what information the author did not tell us. Then we can answer our questions by making inferences.

We Do **During Reading** Reread the story together, pausing as needed to support children’s comprehension. Model asking questions. On page 143, say: We can ask ourselves why the deer ran off when they saw the family. To answer our question, we can make the inference that the deer are scared of them. We can also ask ourselves why the boy is glad that he didn’t see any snakes. What inference can we make to answer our question? Yes, we can make the inference that he is scared of snakes!

You Do **After Reading** Have pairs of children reread the story together. Prompt partners to ask themselves questions about the information that the author did not state. Guide children to make inferences to answer their own questions.

► Build Fluency: Connected Text

Objective Model fluency

Echo-Read Read the story one page at a time and ask children to read each page after you. Have them read with the same expression that you use.

► Write

Objective Write letters, words, and sentences

- Use the **Sound-Spelling WorkBoards**. Say the sounds: /ī/, /ē/, /ā/, /a/, /s/, /sn/, /l/, /tr/, /gr/, /k/, /sk/. Have children write the letters. Say each word: *tree, lake, snake, sky, grass*. Have children write each word.
- Ask children to write sentences about something they have done with nature.

See the Writing lessons on page 305.



Reading Triumphs

Materials

- Reading Triumphs pp. 140–146
- Take-Home Book; Practice Book pp. 169–170
- Listening Library
- Assessment Book
- Large Letter Cards: *a, b, c, d, f, h, j, m, p, r, s, t*

- Letter Tiles
- Sound-Spelling Card: *Star*
- Comprehension Cards

Online Resources

- Bibliography

Working with Words

► Phonemic Awareness

Objective Review phonemes

- I Do**
- Listen as I say a word in parts: /p/ /är/ /k/. I can blend these sounds: /pääärrrk/. Say it with me: *park*.
 - I hear the /är/ sounds in the middle of *park*.
 - Repeat this procedure with *dark*, *yard*, and *start*.
- We Do**
- Tell children that you will say a riddle with an answer that has the sounds /är/. Say this riddle: *This is a place with grass and trees where people can walk their dogs and play. The word rhymes with bark.*
 - Have children segment and blend the word *park*: /p/ /är/ /k/, /pääärrrk/, *park*.
 - Continue with these riddles: *This word names the land around a house. It may have grass. The word begins with the sound /y/. This word means the opposite of light. The word begins with the sound /d/.*
 - Ask children to segment and blend each word with you: /y/ /är/ /d/, /yyyääärrrd/, *yard*; /d/ /är/ /k/, /dääärrrk/, *dark*.
- You Do**
- Ask pairs of children to offer each other their own riddles with answers that have the /är/ sounds.
 - Ask children to segment and blend each answer word together. Guide children as needed.
 - You may wish to write children's riddles on the board.

► Phonics

Objective Review blending words with /är/ar

- I Do**
- Use **Large Letter Cards** or **Letter Tiles** *s, m, a, r, t*.
 - Listen as I blend these letters: /sssmmmääärrrt/, *smart*.
 - Repeat this procedure with the initial letters *d, p, m*, and *ch*, building and blending the words *dart*, *part*, *mart*, and *chart*.
- We Do**
- Display the *Star* **Sound-Spelling Card** along with **Letter Cards** or **Letter Tiles** *s, t, a, r*.
 - Blend the sounds with me: /sss/ /t/ /ääärrr/, /sstääärrr/, *star*. Let's take away the *s* in *star*. Blend the sounds with me: /t/ /ääärrr/, /tääärrr/. What word did we make?
 - Change the initial letter to build and blend the words *car*, *bar*, *far*, and *jar* with children.
- You Do**
- Invite children to look for pictures and objects in the classroom that have the /är/ sounds.
 - Help children use **Letter Cards** or **Letter Tiles** to spell the names of the items they find.
 - Help children blend each word.

Words to Know

► High-Frequency Words: *knew, were, any, better*

Objective Review high-frequency words

- Say each high-frequency word, one at a time: *knew, were, any, and better*.
- Have children spell and write each word.
- Have children write a sentence using at least one of the high-frequency words.
- Have partners share their sentences and then read each other's sentence aloud.

ELL Model using each word in a sentence. For more support, see pages T6 and T7.

Time to Read

► Read Take-Home Book

Objective Review ask questions: Make inferences

- Reread and review "At the Big Park" using the **Listening Library** audio selection. Then read the **Take-Home Book** story together with children.
- Have children whisper-read the **Take-Home Book** story independently. Listen while children read, offering guidance as necessary.
- Ask children to ask themselves questions and to answer them by making inferences.

See **Practice Book** pages 169–170.

► After Reading

Invite pairs of children to respond to "At the Big Park" and the **Take-Home Book** story by sharing the questions they asked themselves and the inferences they made.

- What questions did you ask yourself?
- What inferences did you make?

CORRECTIVE FEEDBACK

If children cannot make inferences, use

Comprehension Cards: Make Inferences.

Quick Check

Can children make inferences? If not, use Additional Instruction on pp. 306–309.

► Build Fluency: Connected Text

Objective Model fluency

- Review the **Take-Home Book** story and point out punctuation marks in the text. Remind children that when they see an exclamation mark they should read with excitement. Have pairs of children take turns reading the story to each other.
- Guide children to read the story aloud with the appropriate expression, pausing and stopping where the punctuation marks dictate.

► Writing

Objective Write and share simple sentences

- Have children write simple sentences about the **Take-Home Book** story.
- Encourage children to write high-frequency words and words with the /är/ sounds.
- Invite children to read their sentences to partners.

See the Writing lessons on page 305.

Invite children to read the **Take-Home Book** story to their family and friends.

► Self-Selected Reading

Objective Read independently

Have children select books to read on their own. See the Online Bibliography for suggested titles.

Weekly Assessment

Have children complete the Mid-Unit Assessment on **Assessment Book** pages 164–169.

Fluency Use the passage on **Assessment Book** pages 44–45.

Lesson 6

Grammar
Adjectives (Comparing)

Writing
Shared Writing

Lesson 7

More Word Work
Inflectional Endings

Grammar
Adjectives (Comparing)

Writing
Interactive Writing

Lesson 8

Grammar
Mechanics

Writing
Trait: Voice

Independent Writing:
Focus and Plan,
Prewrite and Draft

Lesson 9

More Word Work
Word Sort

Writing
Independent Writing:
Revise and Edit

Lesson 10

Writing
Independent Writing:
Publish and Present

More Word Work

Materials

- large index cards with *bar, bark, card, dark, dart, hard, mark, part, star* and **spelling words** *car, far, park*
- pocket chart

► Inflectional Endings: -ed, -ing

Objective Understand inflectional endings -ed, -ing

- Write and read the words *rained* and *raining*. Remind children that the ending *-ed* at the end of *rained* means it happened before. The *-ing* at the end of *raining* means it is happening now.
- Write and read the words *copy* and *copied*. Point out the /d/ sound at the end of *copied*. Underline the letter *y* at the end of *copy* and the letters *ied* at the end of *copied*. **To show that it happened in the past, we changed the *y* to *i* and added *-ed*.** Repeat with the words *spy* and *spied*. Clap out the syllables and have children repeat.
- Write and read aloud the words *stepped* and *stepping*. Underline the *ped* in *stepped*. **I notice that there is another letter *p* added to the word *step* and then the ending *-ed*.** Repeat with the word *stepping*.

► Word Sort with r-controlled vowel ar

Objective Sort words with -ar, -ard, -ark, -art

- Place the cards for *bar, hard, park, and part* in four columns in the pocket chart. Point to the letters as you pronounce the words.
- Hold up the card for *car*. Point to the letters as you pronounce the word: /k/ /är/, /kär/, *car*.
- Model placing the card for *car* under *bar*. Repeat for other cards. Have children sort the cards and chorally read the words.

Grammar

► Adjectives That Compare

Objective Understand adjectives

- Remind children that an *adjective* is a word that describes a person, place, or thing.
- Explain that we add *-er* to adjectives to compare two people, places, or things.
- Explain that we add *-est* to adjectives to compare three or more people, places, or things.
- Write and read aloud these sentences:

1. *Mark is a fast runner.*
2. *Star is a faster runner than Mark.*
3. *Fern is the fastest runner of all.*

Have children name the adjectives. Then have children chorally read the sentences.

- **I notice that two people are being compared in sentence two, Star and Mark. This means that we should use the word *faster*. In sentence three, the word *all* tells us that there are more than two people whom Fern is being compared to. This means we should use the word *fastest*.** Explain to children that the adjectives in these sentences come before the noun.
- Write and read aloud these sentences:
 1. *The red tulip is tall.*
 2. *The pink tulip is taller than the red tulip.*
 3. *The yellow tulip is the tallest one of all.*
 4. *The pink tulips are brighter than the yellow tulips.*
 5. *The red tulips are the brightest ones of all.*

Have children name the adjectives. Then have children chorally read the sentences.
- Explain to children that the adjectives in these sentences come before and after the nouns. Point out that when an adjective comes after a noun, the adjective comes after the verb *is* or *are*.

► Mechanics: Capitalization and End Marks

- Remind children that all sentences always begin with a capital letter. Review how capital letters are used to show proper nouns and the word *I*.
- Review the following three end marks: *The exclamation mark is used at the end of a sentence that has lots of excitement in it. The question mark is used at the end of a question. The period is used at the end of a statement.*
- Have children write a question, capitalizing the first word and using a question mark at the end.

Writing Report

Objective Compose sentences for a report

► Shared Writing

- Discuss with children the activities the family did in the park in the story “At the Big Park.”
- Tell children that they will be helping you write sentences for a report about park activities.
- Remind children that a report has true information, or facts.
- Have children tell about the kinds of things they and their families have done in parks. List children’s responses.
- Use the responses to write sample descriptive sentences: *We had a picnic in the big park.*
- Point out any adjectives that children have used.

► Interactive Writing

- Have children describe details about park activities they have experienced or have read about, such as a camping trip. Record children’s responses.
- Pick an idea to write about, such as hiking in a national park.
- Model sentences: *The park has many trails. You can walk around a lake.*
- Once a sentence is generated, repeat it several times for children. Have children share the pen to help write words or add a punctuation mark. Repeat with more sentences.
- Point out any adjectives that children have used.

► Writing Trait: Voice

- Explain that writers can express how they feel about a topic in their writing. They do so by choosing words that describe how they feel. They can include details to help their readers understand how they see the world.
- Write and read: *You can swim in the lake. You can have so much fun swimming in the lake!* Point out that the first sentence does not tell how the writer feels about the topic, while the second sentence shows excitement.

► Independent Writing

Focus and Plan

- Tell children that they will write a report about park activities. Have them think about the park activities they have experienced or read about.

Prewrite and Draft

- Tell children to choose their favorite park activity. Have them write words that describe details about the activity.
- Guide children to draft two to three sentences to tell about the activity.
- Remind children to use words that describe the activity and tell how they feel about the activity.

Revise and Edit

- Ask children to check the sentences they wrote. Have them decide if the sentences describe the activity and how they feel about it.
- Have children work with a partner and read each other’s reports. *Did your partner describe the activity? Did your partner express how he or she feels about the activity?*

ELL Have children make a drawing to show their favorite park activity. Write this sentence: *You can _____ in the park.* Guide children in filling in the sentence frame. Then read aloud the completed sentences and have children chorally repeat.

Publish and Present

- Have partners take turns reading their reports to the class.
- Create a class Parks book.



Assessment Book

Choose from the Additional Instruction for children who need more support. Use Mid-Unit Assessment to check children's progress.

Working with Words

Materials

- Reading Triumphs pp. 128, 138
- Sound-Spelling Cards: *Shirt, Star*
- Sound-Spelling WorkBoards
- Letter Tiles
- Large Letter Cards: *a–z*
- hand puppet
- markers or counters

Online Resources

IWB Interactive White Board
Phonics Lessons

► Phonemic Awareness

Objective Isolate and blend phonemes; Segment phonemes

Review Phonemes Display the *Shirt Sound-Spelling Card*. Listen to the sounds in the middle of the word *shirt*. *Shirt* has the sounds /ûr/ in the middle. Say the sounds with me: /ûr/.

- For lessons 6–10, repeat the above routine for the *r*-controlled vowel sound /är/, using the *Star Sound-Spelling Card*.

Blend Phonemes Tell children to listen as the puppet strings sounds together to form a word: /b/ /ûr/ /n/, /bûûrrnnn/, *burn*. Say it with me: /b/ /ûr/ /n/, /bûûrrnnn/, *burn*. Point out that *burn* has /ûr/ in the middle.

- Let's say another word. Listen for /ûr/: /b/ /ûr/ /d/, /bûûrrrd/, *bird*.
- Tell children to listen as the puppet strings sounds together to form a word: /j/ /ûr/ /m/, /jûûrrmmm/, *germ*. Say it with me: /j/ /ûr/ /m/, /jûûrrmmm/, *germ*. Point out that *germ* has /ûr/ in the middle.

- Let's say more words. Listen for /ûr/ in each word: /f/ /ûr/ /n/, /ffûûrrnnn/, *fern*; /t/ /ûr/ /n/, /tûûrrnnn/, *turn*.
- Model placing markers in the sound boxes on the **Sound-Spelling WorkBoards**. Listen to the word: *her*. I will place one marker for the /h/ sound, and one marker to represent the sounds /ûr/ together: /h/ /ûr/. Now I will point to a marker as I say the sounds and string the sounds together: /hûûrr/, *her*.
- Have children take turns placing markers in the sound boxes as they blend words: *burn, curb, girl, whirl, shirt, verb*.
- For lessons 6–10, repeat the above routine for the *r*-controlled vowel /är/ using the words *car, jar, far, cart, smart, part, dart, dark, mark, art, chart*.

Segment Phonemes Tell children to listen as the puppet slowly says these words: *first, thirst, skirt*. The puppet will say the words again. Listen for the /ûr/ sounds in the middle of each word: /ffûûrrssst/, /thûûrrssst/, /sskûûrrrt/. Have children repeat the sounds and say each word.

- Repeat each word slowly after me: *birth, term, dirt, fern*. What sounds do you hear in the middle of each word? Each word has /ûr/ in the middle. Let's say the words again: *birth, term, dirt, fern*.
- Place three markers in the sound boxes on the **Sound-Spelling WorkBoard**. Listen to this word: *turn*. I will place one marker for the /t/ sound, one marker to represent the sounds /ûr/ together, and one marker for the /n/ sound. What sounds do you hear in the middle of the word *turn*? The word *turn* has /ûr/ in the middle. Which marker stands for the /ûr/ sounds? Yes, the middle marker stands for /ûr/.
- Place two markers in the sound boxes on the **WorkBoard**. Listen to the word: *fur*. What sounds do you hear at the end of the word *fur*? (/ûr/) Which marker stands for the /ûr/ sounds? (the second marker) Repeat with *verb, bird, germ*.
- Have children take turns placing markers in the sound boxes and pointing to the marker that stands for /ûr/ in the words *fur, verb, bird, germ*.
- For lessons 6–10, repeat the above routine for the *r*-controlled vowel /är/ using: *yard, jar, car, far, mark, smart, park, part, dart, dark, mark, art, ark*.

► Phonics

Objective Decode words with /ûr/er, ir, ur and /är/ar

Review Letter/Sound Correspondence Display the *Shirt Sound-Spelling Card*. The letters *ir* can stand for the sounds /ûr/, as in the word *shirt*. The letters *er* or *ur* can also stand for the sounds /ûr/, as in the words *verb* and *turn*. Write the words *verb* and *turn*. Draw a line under the letters *er* and *ur* as you say /ûr/.

- For lessons 6–10, repeat the above routine for the *r*-controlled vowel sound /är/ using the *Star Sound-Spelling Card*.

Blend Words Use the **Letter Tiles** to model blending words. Place **Letter Tiles** *b, i, r, d* in three sound boxes on the **Sound-Spelling WorkBoard**.

- The letter *b* stands for the sound /b/. The letters *i* and *r* together stand for the sounds /ûr/. The letter *d* stands for the sound /d/. Listen as I blend the sounds together: /bûûûrrrd/, *bird*.
- Place **Letter Tiles** *h, u, r, t* in three sound boxes on the **Sound-Spelling WorkBoard**. What sound does the letter *h* stand for? Yes, it stands for /h/. What sounds do the letters *ur* stand for? Yes, they stand for /ûr/. What sound does the letter *t* stand for? Yes, it stands for /t/. Let's blend the sounds together: /hûûûrrrt/, *hurt*.
- Repeat the above routine with the words *burn, girl, term*.
- Have children take turns placing **Letter Tiles** in the sound boxes and blending sounds to form words.
- For lessons 6–10, repeat the above routine for the *r*-controlled vowel sound /är/ using the words *far, car, cart, chart, mark, part, park, spark*.

Build Words Use the **Letter Tiles** to model building words. Place **Letter Tiles** *s, t, i, r* in three sound boxes on the **Sound-Spelling WorkBoard**. Guide children to blend the sounds: /s/, /t/, /ûr/, /ssstûûûrrr/, *stir*.

- Let's take away the *t* in *stir*. What word did we make? The letter *s* stands for the sound /s/. The letters *i* and *r* together stand for the sounds /ûr/. Listen as I blend all the sounds together: /sssûûûrrr/, *sir*. We made the word *sir*.

- Change the letter *s* in *sir* to *d* and add *t* at the end. What word did we make? Blend all the sounds with me: /d/ /ûr/ /t/, /dûûûrrrt/, *dirt*. We made the word *dirt*.
- Let's change the *d* in *dirt* to *f* and the *t* to *m*. Let's read the word: *firm*. Continue changing letters, modeling for children how to make the following words: *term, her, hurt, burn, churn, chirp*.
- Have children take turns changing **Letter Tiles** to make new words.
- Write the words you made, saying each sound and the letter that stands for it. Then guide children in blending and building each word: *stir, sir, dirt, firm, term, her, hurt, burn, churn, chirp*.
- For lessons 6–10, repeat the above routine for the *r*-controlled vowel sound /är/ using the words *car, cart, mart, mark, park, part, dart, dark, bark, barn*.

Fluency: Letter Naming Tell children that you will hold up cards and they should name each letter. Hold up the **Large Letter Card** for each letter of the alphabet one at a time, in random order.

Fluency: Letter/Sound Correspondence Tell children that you will hold up a card and they should say the sound or sounds that the letter stands for. Hold up the **Letter Card** for each letter of the alphabet one at a time, in random order.

Fluency: Word Automaticity Display page 128 of **Reading Triumphs**. Read each word in "Phonics," blending the sounds and then saying the words as you read. Have children blend sounds and say the words after you.

- For lessons 6–10, repeat the above routine using page 138 of **Reading Triumphs**.

ELL As children practice the words in the lesson, review the meaning of the words that can be demonstrated in a concrete way. For more support, see pages T6–T7.

IWB For additional blending, word building, and fluency activities, use **Online Phonics Lessons: r-Controlled Vowels** *ir, ur, er, ar*.

Words to Know

Materials

- Reading Triumphs pp. 128, 129; 138, 139
- Word Cards: *also, another, any, better, does, from, knew, were*
- Sound-Spelling WorkBoards
- pocket chart

► High-Frequency Words

Objective Reteach high-frequency words *does, also, another, from* (Lessons 1–5); *knew, were, any, better* (Lessons 6–10)

- Display **Word Cards** in the pocket chart.
- **Read, spell, and write** each word and use it in a sentence: *This is the word also. It is spelled a-l-s-o. Also. Jack likes to skate. He also likes to ride his bike.*
- Have children chorally say each word aloud as you point to it. Point to each letter as children chorally spell the word aloud.
- Point out letters and their sounds that children have learned. *The word also ends with the letter o. We know that the letter o stands for the /ō/ sound. The word also ends with the /ō/ sound.*
- Hold up one **Word Card** at a time. Have children chorally read aloud each word. Have children write each word on their **Sound-Spelling WorkBoards** as they spell it aloud. Guide children to say a sentence using each word.
- Provide sentence starters using the words. For example: *Do you have another ____? Pete got a letter from ____.* Have children take turns orally completing the sentences. Write the sentences as children complete them and then read each sentence aloud. Have children take turns underlining the high-frequency words in the sentences.
- Have partners work together to write sentences using the high-frequency words.

Fluency: Word Automaticity For lessons 1–5, display page 128 of **Reading Triumphs**. Read aloud each word in “Words to Know.” Have children read aloud each word after you.

- For lessons 6–10, repeat the above routine using page 138 of **Reading Triumphs**.

Fluency: Connected Text Display page 129 of **Reading Triumphs**. Read “A Mom Bird” aloud. Have children read the passage after you. Guide children to blend the sounds of decodable words and say each high-frequency word.

- For lessons 6–10, repeat the above routine using “Camping in the Yard” on page 139 of **Reading Triumphs**.

► Oral Vocabulary

Objective Develop oral vocabulary

- **Material Words (Lessons 1–5)** Remind children that materials are items they use to make things. *Sticks, blocks, grass, materials, wood, and bricks are words that describe things we can use to make something. Kim used sticks, blocks, and bricks to build a model of her town.*
- Have children list things they could make with *sticks, blocks, grass, wood, and bricks*. Then have them work in groups to act out building something.
- Have partners work together to create sentences using the oral vocabulary words *sticks, blocks, grass, materials, wood, and bricks*. Have them repeat their sentences to each other.
- **Camping Words (Lessons 6–10)** Remind children that words like *hiking, tent, backpack, supplies, nature, and rustic* are words they can use to talk about going on a camping trip. *Pam put the supplies into her backpack before going hiking.*
- Have children plan a nature hike. Ask them to list supplies they might need, discuss how to put up a tent, and talk about the things in nature they might see. Have them use words such as *hiking, tent, backpack, supplies, and nature* when talking about their trip.
- Have partners work together to create sentences using the oral vocabulary words *hiking, tent, backpack, supplies, nature, and rustic*. Have children say their sentences aloud to their partners.

Time to Read

Materials

- Reading Triumphs pp. 130–136, 137; 140–146, 147

Online Resources

IWB Interactive White Board

Comprehension Lessons

- Graphic Organizer: Cause and Effect Chart; Make Inferences Chart

► Comprehension: Text Evidence

Objective Review comprehension skills

Cause and Effect (Lessons 1–5) Tell children they can think about the cause and effect of details described in the selection as they read. A cause is an action that makes something happen. An effect is the result of an action. Thinking about the cause and effect can help you understand the information in a selection.

- Display **Reading Triumphs** page 130. Let's reread "Birds' Nests." As we read, we will list the cause and effect of details in the selection on the Cause and Effect Chart.
- Read pages 130 and 131: Where are some places that birds make nests? (in trees, in bushes, in lakes)
- Read pages 132 and 133: The bird's nest on page 132 can hold her eggs. That is the effect. What is the cause? (The nest is made with twigs and grass. The bird fills the holes with mud and dirt so that it will hold her eggs.) Let's add these details to our chart.
- Read pages 134 and 135: What is the effect of the bird's eggs on page 135 hatching? (There will be little birds.) Let's add that detail to our chart.
- Read page 136: What will birds do with the bits of cloth? (The birds will use them to make their nests.) Let's add this detail to our chart.
- Review Comprehension Check, page 137. 1. What are the different places where birds build their nests? (Birds build their nests in trees, bushes, and lakes.) 2. What keeps the baby birds on page 135 warm? (The bird sits on her eggs to keep them warm.) Add details to the chart.

Make Inferences (Lessons 6–10) Tell children that as they read they can use the text and illustrations to make inferences about the story events. Sometimes authors do not state everything in stories. You can use the words and illustrations to figure out, or make inferences about, why certain things happen.

- Display **Reading Triumphs** page 140. As we reread "At the Big Park," we will record ideas from the story on our Make Inferences Chart.
- Read pages 140 and 141: What is the first thing that happens in the story? (The family goes on a camping trip.)
- Read pages 142 and 143: How does the boy feel about swimming and camping? (He likes it.) What detail helps you make that inference about the boy? (He says, "What could be better than that?") What inference can you make about how the boy feels about snakes? (He is afraid of them.) How do you know? What detail helps you make that inference about the boy? (The boys says that he was glad they didn't see any snakes.) Let's add this detail to our chart.
- Read pages 144–146: Read the text and look at the illustrations. How do the boy and his family feel about eating and sleeping outdoors? (They like it.) What details help you make that inference? (Page 144 says it is fun to sit on the grass and eat. On page 146, the boy says he doesn't mind sleeping on the hard ground.)
- Review Comprehension Check, page 147. 1. How does the boy feel about camping? (The boy loves camping.) 2. What do you think the boy wished for at the end? (He wished that his family would go back to the big park to camp again.)

ELL Have children draw three pictures of different activities the family did. Ask them to describe how the boy felt about each event. For more support, see pages T6–T7.

IWB Online Comprehension Lessons: Cause and Effect; Make Inferences

Self-Selected Reading

Have children select books. Guide them to talk about the cause and effect of details and make inferences as they read each selection.



Reading Triumphs

Materials

- Reading Triumphs pp. 148–149
- Practice Book p. 171
- Sound-Spelling WorkBoards
- Letter Cards: *a, e, r, i, u*
- Sound-Spelling Card: *Corn*
- Word Cards: *any, because, better, great, knew, warm, were, would*

- hand puppet
- markers or counters
- pocket chart

Online Resources

- **IWB** Interactive White Board Phonics Lessons

Working with Words

Phonemic Awareness

Objective Blend phonemes

Read aloud the following rhyme. Then reread it and invite children to chime in with you:

When all the corn fell on the floor,
I went to the store to buy some more.

I Do Listen as the puppet says words from the rhyme sound by sound and then strings together these sounds: /k/ /ôr/ /n/, /kôrôrrnn/, *corn*; /m/ /ôr/, /mmmôrôrr/, *more*.

We Do ■ Tell children that *corn* has the sounds /ôr/.
■ Say *corn* again. Let's say this word together: *corn*, /k/ /ôrôrrr/ /nnn/. Listen for the /ôr/ sounds.
■ Repeat with *more/or*, *tore/floor*, and *fork/pork*.

You Do ■ Model how to place markers in the sound boxes on the **Sound-Spelling WorkBoard** for each sound in the word *fork*.
■ Ask children to orally blend the phonemes as you point to each marker.
■ Repeat to have children blend other words with /ôr/, such as *horn*, *store*, and *sport*.

See **Practice Book** page 171.

CORRECTIVE FEEDBACK

Model how to blend the word *corn* using onset and rime: /k/ /ôrôrrnnn/. Let's say the word *corn* in this way: /k/ /ôrôrrnnn/, *corn*. Now let's blend *corn*: /kôrôrrnnn/, *corn*. Continue with *for*, *sort*, and *form*.

Quick Check

Can children blend phonemes? If not, use Additional Instruction on pp. 346–349.

Phonics

Objective Blend words with /ôr/or, ore

Review Show each of the following **Large Letter Card** pairs as children say each sound: *er, ir, ur, ar*. Mix the spellings and repeat.

I Do ■ Display the *Corn Sound-Spelling Card*.
■ Together these letters, *o* and *r*, can stand for the sounds /ôr/. The letters *o, r, e* can also stand for /ôr/. These are the sounds in the middle of *corn*. Listen: /k/ /ôr/ /n/, *corn*.
■ Repeat with the words *horn*, *more*, and *fork*.

We Do ■ Write the word *horn* on the board. Draw a line under the *or* in *horn*. Have children chorally say /ôr/ as you point to the letters.
■ Listen as I point to the letters and say the sounds in *horn*: /h/ /ôr/ /n/. I hear /ôr/ in the middle of *horn*. Try it with me: /h/ /ôrôrrr/ /nnn/, *horn*.
■ Repeat with *corn*, *born*, and *for*.

You Do Model blending these words sound by sound. Then have children repeat.

for fork torn more
port pork sore store

IWB Online Phonics Lessons: *r*-Controlled Vowel *or, oar, ore*

CORRECTIVE FEEDBACK

Write the word *sort* on the board. Have children circle the *or* in *sort*. These letters stand for the /ôr/ sounds in the middle of *sort*: /s/ /ôr/ /t/, *sort*. Let's blend *sort*: /sssôrôrrt/, *sort*. Repeat with *chore*, *torn*.

Quick Check

Can children blend words with /ôr/or, ore? If not, use the Additional Instruction on pp. 346–349.

Words to Know

► Review High-Frequency Words

Objective Read and use previously introduced high-frequency words

- Review high-frequency words introduced in Unit 5, Week 2. *Let's review words we learned before.*
- Hold up **Word Cards** *knew, were, any, and better* one at a time. Have children read each word.
- Have children use each word in a sentence.

► High-Frequency Words: *great, because, warm, would*

Objective Read high-frequency words

- Display the **Word Cards** *great, because, warm, and would* in the pocket chart.
- Have children **read, spell, and write** *great*. Point to and say the word *great*. *This is the word great. It is spelled g-r-e-a-t. It feels great to help others.*
- Repeat to introduce *because, warm, and would*.
- Have children make up sentences using the words. Provide sentence starters such as *I don't like it because it is ____ or The ____ taste good when they are warm*. Write the completed sentences on the board.

CORRECTIVE FEEDBACK

Point to, say, and spell *great*. *This word is great. Point to the word and say it with me: great. It is spelled g-r-e-a-t. Spell it with me. What word did you spell?*

Quick Check

Can children read *great, because, warm, and would*? If not, use the Additional Instruction on pp. 346–349.

► Oral Vocabulary: Sports Words

Objective Develop oral vocabulary

- **Define** Talk about the words *compete, score, and coach* as words that we can use to talk about sports. Introduce another sports word, such as *spectator*.
- **Example** Use each word in a sentence. *It feels great when you score a point for your team.*
- **Ask** Have children use the words as they discuss sports that they like to watch or play.

► Build Fluency: Word Automaticity

Objective Improve word accuracy

Display **Reading Triumphs** page 148. Read each word in “Working with Words,” blending or saying the sounds as you read. Have children blend or say each word after you.

Time to Read

► Read “Born to Swim”

Objective Read words in connected text

- Have children read aloud “Words to Know.”
- **Choral Reading** Read the story together.
- **Independent Reading** Have children whisper-read the story independently. Listen while children read, offering guidance as necessary.
- **Partner Reading** Finally, ask children to partner-read “Born to Swim.”

► Write

Objective Write letters, words, and sentences

- Use the **Sound-Spelling WorkBoards**. Say the sounds: /ôr/, /sw/, /z/, /t/, /i/, /b/, /m/, /sp/, /n/. Have children write the letters. Say each word: *swims, sport, born*. Have children write each word.
- Have children write sentences about Cory from “Born to Swim.”

ELL Write each word, blending the sounds to form the word. Then share the pen with children, having them write the letters that they know.

See Grammar and Writing lessons on pages 320–321.



Reading Triumphs

Materials

- Reading Triumphs pp. 148; 150–157
- Practice Book p. 172
- Sound-Spelling WorkBoards
- Large Letter Cards: *a, c, e, f, h, k, m, o, p, r, s, t, w*
- Letter Tiles
- Word Cards: *because, great, warm, would*
- hand puppet

- markers or counters

Online Resources

- **IWB** Interactive White Board Comprehension Lessons
- Graphic Organizer: Compare and Contrast Chart

Working with Words

Phonemic Awareness

Objective Identify phonemes in isolation

Read aloud the following rhyme. Then reread it and invite children to chime in with you:

When all the corn fell on the floor,
I went to the store to buy some more.

I Do Listen as the puppet says each word slowly. All the words have the /ôr/ sounds:

corn floor store more

- We Do**
- Ask children to say each word after you, stretching the sounds: *corn, floor, store, more*.
 - Listen as I say the sounds in each word: /kôrôôrrnnn/, *corn*; /ffôôllôôôôrrr/, *floor*; /ssôôôôôôrrr/, *store*; /mmmôôôôôôrrr/, *more*.
 - What sounds do you hear in each word? Let's say the sounds together: /ôr/.

- You Do**
- Tell children that you will say three words. Ask children to listen for words with the /ôr/ sounds and say them after you. Say: *store, star, sport*.
 - Which words have the /ôr/ sounds?
 - Repeat with *born, bone, pork* and *lord, short, hard*.

CORRECTIVE FEEDBACK

Using the sound boxes on the **Sound-Spelling WorkBoards**, model how to isolate the sounds in the word *corn*. Stretch the sounds as you drag one marker onto each box. Have children repeat. Continue with *fork, cord*, and *form*.

Quick Check

Do children recognize /ôr/? If not, use the Additional Instruction on pp. 346–349.

Phonics

Objective Blend words with /ôr/or, ore

Review Show each of the following spellings with **Large Letter Cards** as children say the long o sound: *o, oa, ow*. Mix the spellings and repeat.

- I Do**
- Use **Letter Cards** or **Letter Tiles** *c, h, o, r, e*.
 - Model blending.
 - The letters *ch* stand for the sound /ch/. The letters *ore* stand for the sounds /ôr/. Listen as I blend all the sounds together: /chôôôôôôrrr/, *chore*.
 - Repeat with *core, cork, pork*, and *fork*.

- We Do**
- Use **Letter Cards** or **Letter Tiles** *m, o, r, e*.
 - Let's change the *m* in *more* to *s*. What word did we make? Let's blend the sounds together: /sssôôôôôôrrr/, *sore*.
 - Repeat to build and blend *sort, fort, port*, and *porch*.

- You Do**
- Guide children to change the *ch* in *porch* to *t* and add *s* to the beginning of the word. What new word did you make? What sounds changed to make the word *sport*?
 - Continue to guide children to build and blend new words. Change one letter at a time to make each of these words:
short shore store stork storm

See **Practice Book** page 172.

- ELL** Make the sounds /ôr/, point out correct mouth position, and have children repeat. As children say words in the lesson with /ôr/, review the meanings of words that can be demonstrated in a concrete way. For example, have children describe a favorite sport. For more support, see pages T6 and T7.

See the More Word Work lessons on page 320.

Words to Know

► High-Frequency Words: *great, because, warm, would*

Objective Read high-frequency words

- Hold up the **Word Cards** one at a time: *great, because, warm, and would*. Have children **read, spell, and write** each word.
- Then ask children to call out the words as you point to each card. Repeat in random order at varying speeds.

CORRECTIVE FEEDBACK

Point to, say, and spell *because*. *This word is because.* Point to the word and say it with me: *because*. It is spelled *b-e-c-a-u-s-e*. Spell it with me. What word did you spell?

Quick Check

Can children read *great, because, warm, and would*? If not, use the Additional Instruction on pp. 346–349.

► Oral Vocabulary: Sports Words

Objective Develop oral vocabulary

- Tell children about a time when you were a spectator at a sports game.
- **Define** Explain to children that a *spectator* is someone who watches a sports event.
- **Example** Use *spectator* in a sentence: *I like being a spectator, but I would rather play the game!*
- **Ask** *When have you been a spectator at a game?*

► Build Fluency: Word Automaticity

Objective Improve word accuracy

Display **Reading Triumphs** page 148. Read each word in “Working with Words,” blending the sounds or saying the words as you read. Have children blend or say each word after you. Then say the words in random order. Have children point to each word.

Time to Read

► Read “Fun with Sports”

Objective Ask questions: Compare and contrast

Before Reading Preview the selection by reading aloud the title. *What might this selection be about?*

- Help children set a purpose for reading: *What do you think we might learn about sports? Let’s find out.*
- Have children read aloud “Words to Know.”

During Reading Read the selection together. Use a Compare and Contrast Chart to record children’s ideas. Guide children in a choral reading, pausing to check comprehension. After page 151, ask: *What happens to the batter after three strikes?* After page 153: *Why is the hitter happy?* After page 155: *Why is the game over?*

After Reading Tell children that as they read, they can compare and contrast the information in the selection. *When we compare, we think about how things are similar. When we contrast, we think about how they are different.* Display **Reading Triumphs** pages 153 and then 155. *We read that the baseball player made a home run. We read that the soccer player made a goal. We can compare the information and say that in both games players scored. We can contrast the information and say that in baseball players make a home run and in soccer they make a goal.*

IWB **Online Comprehension Lessons:** Compare and Contrast

► Comprehension Check: **Text Evidence**

Display page 157. Guide children to retell the selection and to use the text evidence to answer the **Think About It** questions.

► Write

Objective Write letters, words, and sentences

- Use the **WorkBoards**. Say the sounds: /ôr/, /i/, /sp/, /ng/, /str/, /t/, /i/, /sw/, /k/. Have children write the letters and each word: *sport, swing, strike, kick*.
- Have children write about soccer or baseball.

See Grammar and Writing lessons on pages 320–321.



Reading Triumphs

Materials

- Reading Triumphs pp. 148; 150–156
- Practice Book pp. 173–174
- Sound-Spelling WorkBoards
- Large Letter Cards: *a, e (2), o, r, y*
- Photo Cards: *balloon, corn, fork, horse*
- Word Cards: *because, great, warm, would*
- Comprehension Cards
- hand puppet

- markers or counters

Online Resources

- **IWB Interactive White Board** Comprehension Lessons
- Graphic Organizer: Compare and Contrast Chart

Working with Words

► Phonemic Awareness

Objective Segment phonemes

Read aloud the following rhyme. Then read it again and invite children to chime in with you:

In the fort, you'll find a door.
Open it and let's explore!

- I Do** ■ Listen as the puppet says each sound in a word: /f/ /ôr/ /t/, *fort*; /d/ /ôr/, *door*; /m/ /ôr/, *more*.

- Point out the /ôr/ sounds in each word.

- We Do** ■ Place markers in the sound boxes on the **Sound-Spelling WorkBoard** for the word *fort*.

- Let's say the word *fort* together. There are three markers to stand for the sounds: /f/ /ôr/ /t/. Listen as I say the sounds: /fff/ /ôôôrrr/ /t/, *fort*. Let's say the sounds in *fort* again.

- Repeat with the words *door*, *corn*, and *more*.

- You Do** ■ Have children place markers in the sound boxes for the sounds in the word *torch*, placing one marker as they say each sound.
- Have children repeat to segment the words *store*, *worn*, *tore*, and *form*.

CORRECTIVE FEEDBACK

Listen as I say this word: *stork*. Now listen as I say the sounds in *stork*: /s/ /t/ /ôr/ /k/. What sounds do you hear in the middle of *stork*? Let's say these sounds together: /ôr/. Repeat with *port* and *core*.

Quick Check

Can children segment phonemes? If not, use the Additional Instruction on pp. 346–349.

► Phonics

Objective Blend words with /ôr/or, ore

Review Show each of the following **Large Letter Card** spellings as children say the long e sound for each: *ea, e, ee, y*. Mix the spellings and repeat.

- I Do** ■ Display **Letter Cards** *o* and *r*. These letters are *o* and *r*. The letters *o* and *r* together can stand for the sounds /ôr/. I hear /ôr/ in the middle of *fork*: /fffôôôrrrk/, *fork*.

- Write the word *fork* on the board. Draw a line under the letters *or* as you say the sounds /ôr/.
- Repeat with *porch*, *born*, and *short*.

- We Do** ■ Display **Photo Cards** *corn, fork, balloon*, and *horse*. Let's name each picture. Which names have /ôr/?

- Write *corn, fork*, and *horse* on the board.
- Listen as I blend *corn*: /k/ /ôr/ /n/. I hear /ôr/ in the middle of *corn*.
- Let's blend *fork*: /f/ /ôr/ /k/. Where do you hear the /ôr/ sounds?
- Repeat with *horse, thorn*, and *form*.

- You Do** Have children write *or* on their **Sound-Spelling WorkBoards** when you say a word with /ôr/. Say these words: *corn, car, tree, torn, storm, dog, stork, load, cord*.

► Structural Analysis

Objective Read Multiple-Meaning Words

- Write *store* on the board.
- Explain that the meaning of a word must make sense in the sentence. Some words have more than one meaning. A *store* is a place where goods are sold. To *store* is to put away to use later.
- Repeat with *worn, star*, and *form*. Have children create sentences for these and other words with multiple meanings.

Words to Know

► High-Frequency Words: *great, because, warm, would*

Objective Read high-frequency words

- Display **Word Cards** *great, because, warm, and would*.
- Say the word *great*. Have children point to and spell the word aloud.
- Follow the same steps to review *because, warm, and would*.

See **Practice Book** page 173.

► Oral Vocabulary: Sports Words

Objective Develop oral vocabulary

- **Discuss** Remind children that *compete, score, coach, and spectator* are words we can use when we discuss sports. *Two teams compete against each other.*
- **Connect** Ask children to use *compete, score, coach, and spectator* as they discuss sports.

► Build Fluency: Word Automaticity

Objective Improve word accuracy

Display **Reading Triumphs** page 148. Read each word in “Working with Words,” blending the sounds or saying the words as you read. Have children blend or say each word after you.

Reread Have children **reread** the previous story from **Reading Triumphs**. Circulate and listen in.

Time to Read

► Read “Fun with Sports”

Objective Ask questions: Compare and contrast

I Do

- Tell children that as they read they can compare and contrast the information in the selection.
- *As I reread “Fun with Sports,” I can think about how details in the selection are similar to each other and how they are different from each other. Comparing and contrasting helps me understand the information in the selection.*

We Do

- Guide children in a rereading of “Fun with Sports.” Prompt children to compare and contrast the information. Pause on page 154. *We read that in soccer players kick and pass the ball. We can compare and contrast this with what we read about baseball. How is the information similar? Yes, in both games players use a ball.*

You Do

- Have partners reread “Fun with Sports” together. Tell them to compare and contrast the information in the selection. Guide partners to use the evidence in the text and the photographs and to record their ideas on the Compare and Contrast Chart.

See **Practice Book** page 174.

ELL

- Provide sentence starters to help children compare and contrast the information in “Fun with Sports”:
____ is similar to ____ because ____ . ____
is different from ____ because ____ . For more support, see pages T6 and T7.

IWB

Online Comprehension Lessons: Compare and Contrast

CORRECTIVE FEEDBACK

If children cannot compare and contrast, use **Comprehension Cards: Compare and Contrast**.

Quick Check

Can children compare and contrast?
If not, use the Additional Instruction on pp. 346–349.

► Write

Objective Write letters, words, and a description

- Use the **Sound-Spelling WorkBoards**. Say the sounds: /ôr/, /ã/, /t/, /m/, /sp/, /h/, /i/, /g/, /k/. Have children write the letters and each word: *sport, game, hit, kick*.
- Prompt children to write a description of a game they like to play.

See Grammar and Writing lessons on pages 320–321.



Reading Triumphs

Materials

- Reading Triumphs pp. 148; 150–156
- Large Letter Cards: *a, c, e, f, h, i, m, n, o, p, r, s, t, u*
- Letter Tiles
- Word Cards: *because, great, warm, would*
- Sound-Spelling WorkBoards
- hand puppet

Working with Words

► Phonemic Awareness

Objective Identify phonemes in isolation

Read aloud the following rhyme. Then reread it and invite children to chime in with you:

In the fort, you'll find a door.
Open it and let's explore!

- I Do**
- Use the puppet to model how to isolate sounds.
 - Listen as the puppet slowly says *fort, shore, and born*. Listen to the /ôr/ sounds in each word.

- We Do**
- Ask children to say each word slowly after you: *fort, born, storm*.
 - What sounds do you hear in the middle of each word? Do you hear the /ôr/ sounds?
 - Repeat with *shore* and *for*.
 - What sounds do you hear at the end of the words *shore* and *for*? Do you hear the /ôr/ sounds?

- You Do**
- Tell children that you will say a group of words. Ask children to listen for the words with the /ôr/ sounds. Say these words: *soak, sport, table, north, cork, seat*.
 - Which words have the /ôr/ sounds?
 - Repeat with the word sets *mail, horse, glue, short, more* and *poor, store, still, look, porch*.

ELL Make the /ôr/ sounds and point out correct mouth position. Have children repeat. Do the same for the /är/ sounds. Then have children practice saying minimal contrast word pairs, such as *born/barn, pork/park, form/farm, port/part*. For more support, see pages T6–T7.

► Phonics

Objective Blend words with /ôr/or, ore

Review Show each of the following **Large Letter Card** spellings as children say each sound: *a_e, i_e, o_e, u_e*. Mix the cards and repeat.

- I Do**
- Use **Letter Cards** or **Letter Tiles** *s, o, r, t*. Model blending.
 - The letter *s* stands for /s/. The letters *or* stand for the /ôr/ sounds. The letter *t* stands for /t/. Listen as I blend all these sounds together: /sssôôôrrrt/. Say it with me: *sort*.
 - Repeat with *short, fort*, and *port*.

- We Do**
- Let's change the *t* in *port* to *ch*. What word did we make? Let's blend the sounds: /pôôôrrrch/, *porch*.
 - Now let's change the *p* in *porch* to *t*. What word did we make? Let's blend the sounds: /tôôôrrrch/, *torch*.

- You Do**
- Guide children to change the *ch* in *torch* to *n*. What word did you make? Blend the sounds.
 - Now change the *n* in *torch* to *e*. Remind children that /ôr/ can be spelled *or* or *ore*. Have children continue to change one or two letters to build and blend *more, sore, snore, shore*, and *short*.

See the More Word Work lessons on page 320.

CORRECTIVE FEEDBACK

Give three children **Letter Cards** *f, o, r*. Model blending *for*. Have the two children holding *o* and *r* say /ôr/ and write *or*. Have the other children blend /ôôôrrr/. Repeat for *f* and then blend /fffôôôrrr/. Continue the routine with *form, horn*, and *more*.

Quick Check

Can children blend sounds in words with /ôr/or, ore? If not, use the Additional Instruction on pp. 346–349.

Words to Know

► High-Frequency Words: *great, because, warm, would*

Objective Read high-frequency words

- Place **Word Cards** *great, because, warm, and would* facedown.
- Tell children that you will turn over the **Word Cards** one at a time for them to read.
- Turn the cards over one at a time and have children chorally call out each word.
- Mix and repeat.

CORRECTIVE FEEDBACK

Point to, say, and spell *would*. This word is *would*. Point to the word and say it with me: *would*. It is spelled *w-o-u-l-d*. Spell it with me. What word did you spell?

Quick Check

Can children read *great, because, warm, and would*? If not, use the Additional Instruction on pp. 346–349.

► Oral Vocabulary: Sports Words

Objective Develop oral vocabulary

- **Confirm** Remind children that *compete, score, coach, and spectator* are words we can use when we discuss sports.
- **Discuss** Talk about other sports words, such as *tournament and champion*.
- **Connect** Invite children to use the words as they act out playing a favorite sport.

See Additional Instruction on pages 346–349.

► Build Fluency: Word Automaticity

Objective Improve word accuracy

Display **Reading Triumphs** page 148. Read each word in “Working with Words,” blending the sounds or saying the words as you read. Have children blend or say each word after you. Reread each row, asking children to echo-read.

Reread Have children **reread** the previous story from **Reading Triumphs**. Circulate and listen in.

Time to Read

► Read “Fun with Sports”

Objective Ask questions: Compare and contrast

I Do **Before Reading** Tell children that as they read “Fun with Sports” again, they can ask themselves questions about how the information is similar and how it is different. We can ask ourselves questions about the information in the selection. This can help us to compare and contrast what we read and to better understand the selection.

We Do **During Reading** Reread the story together, pausing as needed to support children’s comprehension. Model asking questions about the information. On page 154, say: We read that each soccer team is trying to make a goal. We can ask ourselves if this is also true about baseball. We can answer our question by comparing and contrasting the information in the selection. On page 153, we read that in baseball the players make home runs. Guide children to ask questions as you read the selection.

You Do **After Reading** Have pairs of children reread the selection together. Prompt partners to ask themselves questions about the information in the selection. Guide children to answer their own questions by comparing and contrasting the evidence in the text.

► Build Fluency: Connected Text

Objective Model fluency

Echo-Read Read the selection one page at a time and ask children to read each page after you. Have them read at the same speed and with the same expression that you use.

► Write

Objective Write letters, words, and sentences

- Use the **WorkBoards**. Say the sounds: /ā/, /s/, /sp/, /f/, /m/, /ôr/, /g/, /t/, /u/, /pl/, /n/. Have children write each word: *game, sports, play, for, fun*.
- Ask children to write sentences about an indoor game they like to play with friends.

See the Writing lessons on page 321.



Reading Triumphs

Materials

- Reading Triumphs pp. 150–156
- Take-Home Book; Practice Book pp. 175–176
- Listening Library
- Assessment Book
- Photo Cards: *ant, bus, corn, door, fork, hat, horse, king, map, score, shore*

- Large Letter Cards: *c, e, f, h, k, m, n, o, p, r, s, t*
- Letter Tiles
- Comprehension Cards

Online Resources

- Bibliography

Working with Words

► Phonemic Awareness

Objective Review phonemes

- I Do** ■ Listen as I say a word in parts: /p/ /ôr/ /t/. I can blend these sounds: /pôrtrt/. Say it with me: *port*.
 - I hear the /ôr/ sounds in the middle of *port*.
 - Repeat this procedure with *north, form, and sport*.
- We Do** ■ Display **Photo Cards** *ant, bus, corn, door, fork, hat, horse, king, map, score, and shore*.
 - Have a volunteer choose a card and say the picture name. Segment and blend the word with children. *Does this picture name have the /ôr/ sounds?*
 - Repeat this activity until all cards have been selected.
- You Do** ■ Ask a volunteer to select one of the **Photo Cards** with /ôr/ and hide it while the rest of the children cover their eyes.
 - Have that volunteer say the picture name of the card he or she hid and then segment and blend that word.
 - Invite children to go on a hunt for the **Photo Card**. The child who finds the card should call out the name of it. Then have all the children segment and blend the picture name.
 - Repeat by having the child who found the **Photo Card** select another **Photo Card** with /ôr/ and hide it while children cover their eyes.

► Phonics

Objective Review blending words with /ôr/or, ore

- I Do** ■ Use **Large Letter Cards** or **Letter Tiles** *n, o, r, t, h*.
 - Listen as I blend these letters: /nnôrtrth/, *north*.
 - Repeat the procedure with **Letter Cards** or **Letter Tiles** *p, k, s, f, and m* to build and blend the words *pork, stork, and form*.
- We Do** ■ Tell children that you will say a riddle and give them hints. Say: *I am a word that describes someone or something that is not tall. What word am I?* Display **Letter Card** or **Letter Tile** *t*.
 - *What word answers the riddle and ends with t?* Each time children guess incorrectly, display another letter in *short*. When children guess the word *short*, blend the word with them.
 - Continue with this riddle and letter: *I am the word for a vegetable that is made of yellow kernels. What word am I?* Display **Letter Card** or **Letter Tile** *c*.
- You Do** ■ Continue the riddle and word-building activity by helping volunteers make up their own riddles and display appropriate **Letter Cards** or **Letter Tiles**.
 - Suggest that children make up riddles for *storm, shore, horn, store, torn, porch, and sport*. You may wish to collect the riddles to share in a class book or bulletin-board display.

Words to Know

► High-Frequency Words: *great, because, warm, would*

Objective Review high-frequency words

- Say each high-frequency word, one at a time: *great, because, warm, would*.
- Have children spell and write each word.
- Have children write a sentence using at least one of the high-frequency words.
- Have partners share their sentences and then read each other's sentence aloud.

ELL Model using each word in a sentence. For more support, see pages T6 and T7.

Time to Read

► Read Take-Home Book

Objective Review ask questions: Compare and contrast

- Reread and review "Fun with Sports" using the **Listening Library** audio selection. Then read the **Take-Home Book** selection together with children.
- Have children whisper-read the **Take-Home Book** selection independently. Listen while children read, offering guidance as necessary.
- Discuss how asking questions and comparing and contrasting information help them to understand the selections.

See **Practice Book** pages 175–176.

► After Reading

Invite pairs of children to respond to "Fun with Sports" and the **Take-Home Book** selection by asking questions about them and comparing and contrasting the information in each selection.

CORRECTIVE FEEDBACK

If children cannot compare and contrast, use **Comprehension Cards: Compare and Contrast**.

Quick Check

Can children compare and contrast?
If not, use the **Additional Instruction** on pp. 346–349.

► Build Fluency: Connected Text

Objective Increase reading speed

- Review the **Take-Home Book** selection and talk about the punctuation marks in the text. Have pairs of children take turns reading aloud the selection to each other.
- Guide children to read aloud the selection with appropriate expression, pausing and stopping where the punctuation marks dictate.

► Writing

Objective Write and share simple sentences

- Have children write simple sentences about the **Take-Home Book** selection.
- Encourage children to use high-frequency words and words with /ôr/.
- Invite children to take turns reading their sentences aloud.

See the Writing lessons on page 321.

Invite children to read the **Take-Home Book** selection to their family and friends.

► Self-Selected Reading

Objective Read independently

Have children select books to read on their own. See the Online Bibliography for suggested titles.

Weekly Assessment

Have children complete the Weekly Assessment on **Assessment Book** pages 170–173.

Fluency Use the passage on **Assessment Book** pages 44–45.

Lesson 11

Grammar
Synonyms

Writing
Shared Writing

Lesson 12

More Word Work
Word Families

Grammar
Antonyms

Writing
Interactive Writing

Lesson 13

Grammar
Mechanics

Writing
Trait: Voice
Independent Writing:
Focus and Plan,
Prewrite and Draft

Lesson 14

More Word Work
Word Sort

Writing
Independent Writing:
Revise and Edit

Lesson 15

Writing
Independent Writing:
Publish and Present

More Word Work

Materials

- large index cards with *boar, board, chore, core, more, roar, soar* and **spelling words** *born, for, fork, sport*
- pocket chart

► Word Families: *oar, or, ore*

Objective Blend words in word families

- Write *soar, sort, and more*. Point to the letters as you pronounce the words. Listen as I say the sounds for *soar*: /s/ /ôr/, /sôr/; *sort*: /s/ /ôr/ /t/, /sôr/; *more*: /m/ /ôr/, /môr/.
- Circle the *oar* in *soar*, the *or* in *sort*, and the *ore* in *more*. I notice that the letters *oar, or, and ore* have the /ôr/ sound. Pronounce the words again and have children chorally repeat.
- Repeat with the words *board, born, and chore*.
- Write these sentences: *I played a sport. The next day I was sore.* Tell children to listen carefully for the /ôr/ sound as you slowly read each sentence. Ask children to give a "thumbs up" when they hear the /ôr/ sound in a word.

► Word Sort with *r*-controlled vowels: *oar, or, ore*

Objective Sort words with *oar, or, ore*

- Place the cards for *soar, for, and more* in three columns in the pocket chart. Point to the letters as you pronounce the words.
- Hold up the card for *roar*. Point to the letters as you pronounce the word. Listen as I say the sounds for *roar*: /r/ /ôr/, /rôr/, *roar*.
- Model placing the card for *roar* under *soar*. Repeat for other cards. Have children sort the cards by *oar, or, and ore* spellings and chorally read the words.

Grammar

► Synonyms and Antonyms

Objective Understand synonyms and antonyms

Synonyms

- Explain to children that a *synonym* is a word that has the same or almost the same meaning as another word.
- Write and read aloud: *big* and *large*. *Big and large have the same meaning, so they are synonyms.*
- Write and read: *small, easy, and start*. Guide children to think of a word that has the same meaning as each word. Record children's responses.
- Write and read aloud these sentences:
 1. *Lorna is happy.*
 2. *She has a big present.*
 3. *It is a pretty hat.*

Have children think of a synonym for the underlined word in each sentence. Have them chorally read the new sentences.

Antonyms

- Explain to children that an *antonym* is a word that has the opposite meaning of another word.
- Write and read aloud: *big* and *small*. *Big and small have opposite meanings, so they are antonyms.*
- Write and read aloud: *happy, hot, and first*. Have children think of a word that has the opposite meaning for each word. Record their responses.
- Write and read aloud these sentences:
 1. *Rosa is on a fast train.*
 2. *She is standing in one of the cars.*
 3. *Rosa's bag is under her seat.*

Have children think of an antonym for the underlined word in each sentence. Have them chorally read the sentences.

► Mechanics: Book Titles

- Remind children that we capitalize the important words in a book title. We don't capitalize little words like *the*, *a*, *of*, *and*, and *in*, unless they are the first words in a title.
- Explain to children that when we write the title of a book, we underline all of the words. This makes it easier for the reader to read.
- Write and read: The book *The cat in the hat is funny*. Guide children to identify which words need to be capitalized.

Writing Report

Objective Compose a report

► Shared Writing

- Discuss with children the ball games the children play in the selection "Fun with Sports."
- Tell them that they will be writing a report about a ball game that they enjoy playing or watching.
- Remind children that a report has true information, or facts.
- Have children tell why they enjoy a particular ball game. List children's responses.
- Use children's responses to write sample sentences for a report: *I like basketball because the players are always moving.*
- Point out any words that are synonyms.

► Interactive Writing

- Ask children to describe details about a ball game they enjoy. Record children's responses.
- Pick a ball game to write about, such as basketball.
- Model sentences by writing from the suggestions: *Basketball is fun to watch. Players try to throw the ball into the basket as many times as they can.*
- Once a sentence is generated, repeat it several times for children. Have children share the pen to help write words or add a punctuation mark. Repeat with more sentences.
- Point out any words that are antonyms or synonyms.

► Writing Trait: Voice

- Explain that good writers use lively words when they write. *Use words that show your feelings. This will get readers excited.*
- Write and read: *You will learn about ball games. Playing basketball is so much fun!* Have children read aloud the more lively sentence.

► Independent Writing

Focus and Plan

- Have children think about a ball game they enjoy playing or watching. Tell them to discuss how the game is played.

Prewrite and Draft

- Ask children to draw pictures to show the different steps in their game. Tell them that the drawings should show the important steps in playing the game.
- Then tell children to draft three sentences to describe the game. Remind children that the information in a report must be true.
- Remind children to use words that describe the game and tell how they feel about the game.

Revise and Edit

- Ask children to check the sentences they wrote for their report. Have them decide if the sentences describe the game and tell how they feel about the game.
- Have children work with a partner and read each other's reports. *Do you understand the game your partner wrote about?*
- Ask children to check their words to see if a synonym or antonym can be used to make their writing more interesting.

ELL Have children make a drawing of their favorite ball game. Write these sentences: *I really like to play _____. I really like _____ because _____. Guide children in filling in the sentence frames. Read aloud the completed sentences and have children repeat.*

Publish and Present

- Have partners take turns reading their reports to the class.
- Create a class Ball Games book.



Reading Triumphs

Materials

- Reading Triumphs pp. 158–159
- Practice Book p. 177
- Sound-Spelling WorkBoards
- Large Letter Cards: *a, e, i, o, r, u*
- Sound-Spelling Card: *Cow*
- Word Cards: *because, buy, fall, great, once, upon, warm, would*

- hand puppet
- markers or counters

Online Resources

- **IWB** Interactive White Board Phonics Lessons

Working with Words

► Phonemic Awareness

Objective Blend phonemes

Read aloud the following rhyme. Then reread it and invite children to chime in with you:

My brown cow makes a loud sound
When she runs around the town!

I Do Listen as the puppet says words from the rhyme sound by sound and then strings together the sounds: /b/ /r/ /ou/ /n/, /brrrounn/, *brown*; /l/ /ou/ /d/, /llllood/, *loud*.

We Do ■ Tell children that *brown* has the /ou/ sound.
■ Say *brown* again. Let's say this word together: *brown*, /b/ /rrrr/ /ou/ /nnn/. Listen for /ou/.
■ Repeat with *town/crown* and *cow/how*.

You Do ■ Model how to place markers in the sound boxes on the **Sound-Spelling WorkBoard** for each sound in the word *shout*.
■ Ask children to orally blend the phonemes as you point to each marker.
■ Repeat with the words *now, howl, and proud*.

See **Practice Book** page 177.

CORRECTIVE FEEDBACK

Model how to blend the word *mouth* using onset and rime. Let's say the word *mouth* in this way: /m/ /outh/, *mouth*. Now let's blend *mouth*: /mmmouth/, *mouth*. Continue with *cloud, plow, and growl*.

Quick Check

Can children blend phonemes? If not, use Additional Instruction on pp. 346–349.

► Phonics

Objective Blend words with /ou/ou, ow

Review Show each of the following **Large Letter Card** sets as children say the sounds: *ar, er, ur, ir, or, ore*. Mix the sets and repeat.

I Do ■ Hold up the *Cow Sound-Spelling Card*.
■ The letters *ou* or *ow* can stand for the /ou/ sound. This is the sound at the end of *cow* and in the middle of *town*. Listen: /k/ /ou/, *cow*; /t/ /ou/ /n/, *town*.
■ Repeat with the words *now, shout, and ouch*.

We Do ■ Write the words *loud* and *how* on the board. Circle the *ou* in *loud* and the *ow* in *how*. Have children chorally say /ou/ as you point to the letters.
■ Listen as I point to the letters and say the sounds in *loud* and *how*: /lll/ /ou/ /d/, /h/ /ou/. I hear /ou/ in the middle of *loud* and at the end of *how*. Try it with me: /lll/ /ou/ /d/, *loud*; /h/ /ou/, *how*.
■ Repeat with the words *couch, out, and wow*.

You Do Model blending these words sound by sound. Then have children repeat.

out owl down foul
plow count clown mouth

IWB Online Phonics Lessons: The /ou/ Sound

CORRECTIVE FEEDBACK

Write *south* on the board. Have children circle the *ou* in *south*. These letters stand for the /ou/ sound in the middle of *south*: /s/ /ou/ /th/, *south*. Let's blend *south*: /sssouth/, *south*. Repeat with *clown* and *pout*.

Quick Check

Can children blend words with /ou/ou, ow? If not, use the Additional Instruction on pp. 346–349.

Words to Know

► Review High-Frequency Words

Objective Read and use previously introduced high-frequency words

- Review high-frequency words introduced in Unit 5, Week 3. *Let's review words we learned before.*
- Hold up **Word Cards** *great, because, warm, and would* one at a time. Have children read each word.
- Have children use each word in a sentence.

► High-Frequency Words: *once, upon, buy, fall*

Objective Read high-frequency words

- Display **Word Cards** *once, upon, buy, and fall*.
- Have children **read, spell, and write** *once*. Point to and say *once*. *This is the word once. It is spelled o-n-c-e. I read that book once.*
- Follow the same steps to introduce *upon, buy, and fall*.
- Have children make up sentences using the words. Provide sentence starters such as *Put it upon the _____ or I would like to buy a _____*. Write the completed sentences on the board.

CORRECTIVE FEEDBACK

Point to, say, and spell *once*. *This word is once. Point to the word and say it with me: once. It is spelled o-n-c-e. Spell it with me. What word did you spell?*

Quick Check

Can children read *once, upon, buy, and fall*? If not, use the **Additional Instruction** on pp. 346–349.

► Oral Vocabulary: Fantasy Words

Objective Develop oral vocabulary

- **Define** Talk about the words *magical, pretend, and imaginary* as words that we can use when we discuss fantasies.
- **Example** Use each word in a sentence. *I like to pretend that magical things happen.*
- **Ask** Prompt children to use the words as they discuss fantasy stories or movies that they are familiar with.

► Build Fluency: Word Automaticity

Objective Improve word accuracy

Display **Reading Triumphs** page 158. Read each word in “Working with Words,” blending the sounds or saying the words as you read. Have children blend or say each word after you.

Time to Read

► Read “Counting Eggs”

Objective Read words in connected text

- Have children read aloud “Words to Know.”
- **Choral Reading** Read the story together.
- **Independent Reading** Then have children whisper-read the story independently. Listen while children read, offering guidance as necessary.
- **Partner Reading** Finally, ask children to partner-read “Counting Eggs.”

► Write

Objective Write letters, words, and a sentence

- Use the **Sound-Spelling WorkBoards**. Say the sounds: /ou/, /e/, /nd/, /nt/, /k/, /g/, /f/, /z/. Have children write the letters. Say each word: *found, eggs, count*. Have children write each word.
- Have children each write a sentence about the girl in “Counting Eggs.”

ELL Write each word, blending the sounds to form the word. Then share the pen with children, having them write the letters that they know.

See Grammar and Writing lessons on pages 332–333.



Reading Triumphs

Materials

- Reading Triumphs pp. 158; 160–167
- Practice Book p. 178
- Photo Cards: *boat, bowl, brown, cloud, cow, fork, owl, yarn*
- Sound-Spelling WorkBoards
- Large Letter Cards or Letter Tiles: *b, c, d, e, f, g, h, i, l, m, n, o, p, r, s, t, u, w, y*
- Word Cards: *buy, fall, once, upon*

- hand puppet
- markers or counters

Online Resources

- **IWB** **Interactive White Board** Comprehension Lessons
- Graphic Organizer: Sequence of Events Chart

Working with Words

► Phonemic Awareness

Objective Identify phonemes in isolation

Read aloud the following rhyme. Then reread it and invite children to chime in with you:

My brown cow makes a loud sound,
When she runs around the town!

I Do Listen as the puppet says each word slowly. I can hear the /ou/ sound in all of these words:

brown cow loud sound

- We Do**
- Ask children to say each word after you, stretching the sounds: *brown, cow, loud, sound*.
 - Listen as I say the sounds in each word: /brrrounn/, *brown*; /kou/, *cow*; /lloud/, *loud*; /ssounnd/, *sound*.
 - What sound do you hear at the end of *cow* and in the middle of *brown, loud, and sound*? Let's say the sound together: /ou/.

- You Do**
- Display **Photo Cards** *brown, cow, fork, and yarn*.
 - Guide children to name each photo. Say each picture name slowly. Which names have /ou/?
 - Repeat with **Photo Cards** *boat, bowl, cloud, owl*.

CORRECTIVE FEEDBACK

Using the sound boxes on the **Sound-Spelling WorkBoards**, model how to isolate the sounds in the word *count*. Stretch the sounds as you drag one marker onto each box. Have children repeat. Continue with *loud* and *shout*.

Quick Check

Do children recognize /ou/? If not, use the Additional Instruction on pp. 346–349.

► Phonics

Objective Blend words with /ou/ou, ow

Review Show each of the following **Large Letter Card** spellings as children say the long *i* sound for each: *i_e, i, igh, y*. Mix the spellings and repeat.

- I Do**
- Use **Letter Cards** or **Letter Tiles** *l, o, u, d*.
 - Model blending. The letter *l* stands for the sound /l/. The letters *o* and *u* together can stand for the sound /ou/. The letter *d* stands for the sound /d/. Listen as I blend all the sounds: /lloud/, *loud*.
 - Repeat with *proud, cow, and growl*. Point out that both the *ou* and *ow* spellings can stand for /ou/.

- We Do**
- Build and blend *town*: /tounnn/. Blend it with me.
 - Let's change the *t* in *town* to *g*. What word did we make? Let's blend the sounds together.
 - Repeat to build and blend *crown, frown, and brown*.

- You Do**
- Guide children to use **Letter Cards** or **Letter Tiles** *f, o, u, n, d* to make *found*. Blend the word. Now change the *f* to *r*. What word did you make? What sound changed to make the word *round*?
 - Continue to have children build and blend words. Change one or two letters to make these words.
pound mound sound south mouth

See **Practice Book** page 178.

ELL Make the /ou/ sound, point out correct mouth position, and have children repeat. As children practice words in the lesson with /ou/, review meanings of words that can be demonstrated in a concrete way. For example, display a picture of a cow. Offer sentence frames for children to complete: *At the farm I saw a ____*. For more support, see pages T6–T7.

See the More Word Work lessons on page 332.

Words to Know

► High-Frequency Words: *once, upon, buy, fall*

Objective Read high-frequency words

- Hold up the **Word Cards** one at a time: *once, upon, buy, and fall*. Have children **read, spell, and write** each word.
- Ask children to call out the words as you point to each card. Repeat in random order at varying speeds.

CORRECTIVE FEEDBACK

Point to, say, and spell *upon*. *This word is upon. Point to the word and say it with me: upon. It is spelled u-p-o-n. Spell it with me. What word did you spell?*

Quick Check

Can children read *once, upon, buy, and fall*? If not, use the **Additional Instruction** on pp. 346–349.

► Oral Vocabulary: Fantasy Words

Objective Develop oral vocabulary

- Tell children that fantasies often have magical and imaginary events or creatures.
- **Define** Tell children that *imaginary* means being thought up by someone and not real.
- **Example** Use *imaginary* in a sentence: *Unicorns are imaginary creatures.*
- **Ask** *What is an imaginary creature that you would like to meet?*

► Build Fluency: Word Automaticity

Objective Improve word accuracy

Display **Reading Triumphs** page 158. Read each word in “Working with Words,” blending the sounds or saying the words as you read. Have children blend or say each word after you. Say the words in random order. Have children point to the word you say.

Time to Read

► Read “Jack and the Beans”

Objective Summarize: Sequence of events

Before Reading Preview the story by reading aloud the title. *What do you think this story will be about?*

- Help children set a purpose for reading: *What might happen to Jack? Let's find out.*
- Have children read aloud “Words to Know.”

During Reading Read the story together. Use a Sequence of Events Chart to record information. Guide children in a choral reading, pausing to check their comprehension. After page 163, ask: *What important events happen first?* After page 165: *What happens next?* After page 166: *What happens last?*

After Reading Remind children that as they read they can think about the sequence of events. *Thinking about what happens first, next, and then last can help us better understand the story.* Display **Reading Triumphs** pages 160–161. *The first thing that happens in the story is that the cow stops giving milk. This is important because it leads to the rest of the events. Understanding that the cow stopped giving milk first helps us understand why Jack sold the cow for beans next.*

IWB **Online Comprehension Lessons:** Sequence

► Comprehension Check: **Text Evidence**

Display page 167. Guide children to retell the story. Have them use the evidence in the text and the illustrations to answer the **Think About It** questions.

► Write

Objective Write letters, words, and sentences

- Use the **Sound-Spelling WorkBoards**. Say the sounds: /ou/, /ō/, /b/, /s/, /n/, /l/, /k/, /d/, /ē/, /g/, /z/. Have children write the letters and each word: *sold, gold, cow, beans.*
- Have children write sentences about the events in “Jack and the Beans.”

See Grammar and Writing lessons on pages 332–333.



Reading Triumphs

Materials

- Reading Triumphs pp. 158; 160–166
- Practice Book pp. 179–180
- Sound-Spelling WorkBoards
- Large Letter Cards: *g, h, i, o, u, w, y*
- Photo Cards: *cloud, crown, fork, owl*
- Word Cards: *buy, fall, once, upon*
- Comprehension Cards
- hand puppet

- markers or counters

Online Resources

- **IWB Interactive White Board** Comprehension Lessons
- Graphic Organizer: Sequence of Events Chart

Working with Words

► Phonemic Awareness

Objective Segment phonemes

Read aloud the following rhyme. Then read it again and invite children to chime in with you:

The cloud that looked like a tower,
Now looks like a big, fat flower.

- I Do** ■ Listen as the puppet says each sound in a word: /k/ /l/ /ou/ /d/, *cloud*; /n/ /ow/, *now*.

- Point out the /ou/ sound in each word.

- We Do** ■ Place markers in the sound boxes on the **Sound-Spelling WorkBoard** for *cloud*.

- Let's say the word *cloud* together. There are four markers to stand for four sounds: /k/ /l/ /ou/ /d/. Listen as I say the sounds: /k/ /l/ /ou/ /d/, *cloud*. Let's say the sounds in *cloud* again.

- Repeat with *now*, *out*, and *south*.

- You Do** ■ Have children place markers in the sound boxes for the sounds in the word *shout*, placing one marker as they say each sound.

- Have children repeat to segment other words with /ou/, such as *mouth*, *loud*, and *brow*.

CORRECTIVE FEEDBACK

Listen as I say this word: *found*. Now listen as I say the sounds in *found*: /f/ /ou/ /n/ /d/. What sound do you hear in the middle of *found*? Let's say this sound together: /ou/. Repeat with *pout* and *prowl*.

Quick Check

Can children segment phonemes? If not, use Additional Instruction on pp. 346–349.

► Phonics

Objective Blend words with /ou/ou, ow

Review Show each of the following **Large Letter Card** spellings as children say the long *i* sound for each: *igh, i, y*. Mix the spellings and repeat.

- I Do** ■ Display **Letter Cards** *o* and *u*.
- The letters *o* and *u* together in a word can stand for /ou/. This is the sound in the middle of *round*.
- Write the word *round* on the board. Circle *ou* as you say /ou/. Listen: /rrrounnnd/, *round*.
- Repeat with *ow* and the words *cow*, *down*, *clown*.

- We Do** ■ Display **Photo Cards** *cloud*, *fork*, *crown*, and *owl*. Let's name each picture. Which names have /ou/?
- Write *cloud*, *crown*, and *owl* on the board.
- Listen as I blend *cloud*: /k/ /l/ /ou/ /d/, /kllood/. I hear /ou/ in the middle of *cloud*. In this word, the letters *ou* stand for the /ou/ sound. Now let's blend *owl*: /ou/ /l/, /oull/. Which letters stand for /ou/ in this word?
- Repeat with *crown*, *loud*, and *howl*.

- You Do** Have children write *ou* on their **Sound-Spelling WorkBoards** when you say a word with /ou/. Say: *loud*, *torn*, *out*. Repeat for *ow* with *down*, *store*, *how*.

► Structural Analysis

Objective Read /ou/ words with final -e

- Write *mouse* on the board. Have children say *mouse* with you, blending the sounds: /mmmousss/.
- Circle the *ou* in *mouse*. You know that the letters *ou* can stand for the /ou/ sound. Underline the *e* in *mouse*. Some words with /ou/ have a final *e* at the end. The *e* is silent. Say the word again with me: /mmmousss/, *mouse*.
- Repeat with *blouse* and *house*.

Words to Know

► High-Frequency Words: *once, upon, buy, fall*

Objective Read high-frequency words

- Display **Word Cards** *once, upon, buy, and fall*.
- Say the word *once*. Have children point to and spell the word aloud.
- Repeat to review *upon, buy, and fall*.

See **Practice Book** page 179.

► Oral Vocabulary: Fantasy Words

Objective Develop oral vocabulary

- **Discuss** Remind children that *magical, pretend, and imaginary* are words we can use to discuss fantasy. *I like to pretend and act out fantasy stories.*
- **Connect** Ask children to use the words as they act out a fantasy story.

► Build Fluency: Word Automaticity

Objective Improve word accuracy

Display **Reading Triumphs** page 158. Read each word in “Working with Words,” blending the sounds or saying the words as you read. Have children blend each word after you.

Reread Have children **reread** the previous story from **Reading Triumphs**. Circulate and listen in.

Time to Read

► Read “Jack and the Beans”

Objective Summarize: Sequence of events

- I Do**
- Remind children that as they read they can think about the sequence of events in the story.
 - *As I reread “Jack and the Beans,” I can think about what happens first, next, and then last. Paying attention to the sequence of events in the story helps me to better understand the plot.*

- We Do**
- Guide children in a rereading of “Jack and the Beans.” Pause on page 163. *Let’s think about what important events have happened so far in the story. What happened first? Yes, the cow stopped giving milk so Jack went to sell the cow. What happened then? Yes, Jack sold the cow for beans and then his mom threw the beans out of the window. Paying attention to the sequence of events and how one event leads to the next can help us better understand the story.*
 - Guide children to pay attention to the sequence of events as you finish reading the story.

- You Do**
- Have partners reread “Jack and the Beans” together. Tell children to think about the sequence of events. Guide them to use the evidence in the text and the illustrations and to record their ideas on the Sequence of Events Chart.

See **Practice Book** page 180.

- ELL** Provide sentence starters to help children describe the sequence of events in “Jack and the Beans”: *First _____. Then _____. Last _____. For more support, see pages T6 and T7.*

IWB **Online Comprehension Lessons:** Sequence

CORRECTIVE FEEDBACK

If children cannot identify the sequence of events, use **Comprehension Cards: Sequence**.

Quick Check

Can children identify the sequence of events? If not, use the Additional Instruction on pp. 346–349.

► Write

Objective Write letters, words, and captions

- Use the **Sound-Spelling WorkBoards**. Say the sounds: /ou/, /pl/, /ō/, /k/, /gr/, /nt/, /a/. Have children write the letters. Say each word: *grow, plant, count*. Have children write each word.
- Invite children to draw a picture and then write a caption about something they have planted.

See Grammar and Writing lessons on pages 332–333.



Reading Triumphs

Materials

- Reading Triumphs pp. 158; 160–166
- Large Letter Cards: *a, c, d, e, g, h, i, l, m, n, o, p, r, s, t, u, w*
- Letter Tiles
- Word Cards: *buy, fall, once, upon*
- Sound-Spelling WorkBoards
- hand puppet

Working with Words

► Phonemic Awareness

Objective Identify phonemes in isolation

Read aloud the following rhyme. Then reread it and invite children to chime in with you:

The cloud that looked like a tower,
Now looks like a big, fat flower.

- I Do**
- Use the puppet to model how to isolate sounds.
 - Listen as the puppet slowly says *cloud, now, round, and south*. Listen for the /ou/ sound in each word.

- We Do**
- Ask children to say each word slowly after you: *cloud, round, south, howl*.
 - What sound do you hear in the middle of each word? Do you hear the /ou/ sound?
 - Repeat with *now* and *brow*.
 - What sound do you hear at the end of *now* and *brow*? Do you hear the /ou/ sound?

- You Do**
- Tell children that you will say a group of words. Ask children to repeat each word with /ou/ after you. Say these words: *mouse, coat, crown, cold, mouth*.
 - Repeat with the word sets *couch, smile, go, town, now* and *clown, shore, shout, round, lamp*.

ELL Make the /ou/ sound and point out correct mouth position. Have children repeat. Do the same for the /är/ sounds. Then have children practice saying minimal contrast word pairs, such as *cow/car, out/art, down/darn, stout/start*. For more support, see pages T6–T7.

► Phonics

Objective Blend words with /ou/ou, ow

Review Show each of the following **Large Letter Card** spellings as children say the sounds: *er, ir, ur, ar, or, ore*. Mix the spellings and repeat.

- I Do**
- Use **Letter Cards** or **Letter Tiles** *h, o, w, l*. Model blending.
 - The letter *h* stands for /h/. The letters *ow* can stand for /ou/. The letter *l* stands for /l/. Listen as I blend all these sounds together: /houlll/, *howl*. Say it with me: *howl*.
 - Repeat with *drown, out, and mouth*.

- We Do**
- Let's change the *m* in *mouth* to *s*. What word did we make? Let's blend the sounds: /ssouth/, *south*.
 - Now let's change the *th* in *south* to *nd*. What word did we make? Let's blend all the sounds together: /ssounnd/, *sound*.

- You Do**
- Guide children to change the *s* in *sound* to *h*. What word did you make? Blend the sounds.
 - Now take away the *nd* in *hound* and change the *ou* to *ow*. Have children continue to change one or more letters to build and blend *how, howl, growl, ground, grouch, and pouch*.

See the More Word Work lessons on page 332.

CORRECTIVE FEEDBACK

Give three children **Letter Cards** *n, o, w*. Model blending *now*. Have the two children holding *o* and *w* say /ou/ and write *ow*. Have the other children say /ou/. Repeat for *n* and then blend /nnnou/. Continue the routine with *plow, count, and south*.

Quick Check

Can children blend sounds in words with /ou/ou, ow? If not, use the Additional Instruction on pp. 346–349.

Words to Know

► High-Frequency Words: *once, upon, buy, fall*

Objective Read high-frequency words

- Place **Word Cards** *once, upon, buy, fall* facedown.
- Tell children that you will turn over the **Word Cards** one at a time for them to read.
- Turn the cards over one at a time and have children chorally call out each word.
- Mix and repeat.

CORRECTIVE FEEDBACK

Point to, say, and spell *buy*. *This word is buy. Point to the word and say it with me: buy. It is spelled b-u-y. Spell it with me. What word did you spell? Let's use it in a sentence to tell about something you would like to get from a store.*

Quick Check

Can children read *once, upon, buy, and fall*? If not, use the **Additional Instruction** on pp. 346–349.

► Oral Vocabulary: Fantasy Words

Objective Develop oral vocabulary

- **Confirm** Remind children that *magical, pretend, and imaginary* are words that we can use to discuss fantasy.
- **Discuss** Talk about other words that can be used to talk about fantasy, such as *impossible* and *unrealistic*.
- **Connect** Have children use the words as they act out a fantasy event.

See Additional Instruction on pages 346–349.

► Build Fluency: Word Automaticity

Objective Improve word accuracy

Display **Reading Triumphs** page 158. Read each word in “Working with Words,” blending the sounds or saying the words as you read. Have children blend or say each word after you. Reread each row, asking children to echo-read.

Reread Have children **reread** the previous story from **Reading Triumphs**. Circulate and listen in.

Time to Read

► Read “Jack and the Beans”

Objective Summarize: Sequence of events

I Do **Before Reading** Tell children that as they read “Jack and the Beans” again, they can summarize the story events. *We summarize a story by retelling the most important events in the order that they occurred. This can help us to better understand the sequence of events.*

We Do **During Reading** Reread the story together, pausing as needed to support children’s comprehension. Guide children in summarizing the story events as you read. On page 163, say: *We can summarize the important events in the story so far. When we summarize, we need to pay attention to the sequence of events. Jack’s cow stopped giving milk, so his mom told him to take it to town and sell it. Jack traded the cow for some beans. Jack’s mom was upset and threw the beans out of the window.*

You Do **After Reading** Have pairs of children reread the story together. Prompt partners to summarize the story events, paying attention to the correct sequence. Guide children to use the text as they summarize what they have read.

► Build Fluency: Connected Text

Objective Model fluency

Echo-Read Read the story aloud and have children echo read after you. Prompt them to read with the same intonation, expression, and pacing as you do.

► Write

Objective Write letters, words, and sentences

- Use the **Sound-Spelling WorkBoards**. Say the sounds: /ou/, /ō/, /l/, /d/, /k/, /g/, /n/. Have children write the letters. Say each word: *cow, down, gold*. Have children write each word.
- Have children illustrate and caption a short fantasy story of their own.

See the Writing lessons on page 333.



Reading Triumphs

Materials

- Reading Triumphs pp. 160–166
- Take-Home Book; Practice Book pp. 181–182
- Listening Library
- Assessment Book
- Photo Cards: *mouse*, *upside down*
- Sound-Spelling WorkBoards

- Large Letter Cards: *b, c, d, g, h, l, n, o, p, r, s, t, u, w*
- Letter Tiles
- Sound-Spelling Card: *Cow*
- Comprehension Cards

Online Resources

- Bibliography

Working with Words

► Phonemic Awareness

Objective Review phonemes

- I Do**
- Listen as I say a word in parts: /k/ /ou/. I can blend these sounds: /kou/. Say it with me: *cow*.
 - The sound at the end of *cow* is /ou/.
 - Repeat this procedure with *clown*, *found*, and *sound*.
- We Do**
- Gather **Photo Cards** *mouse* and *upside down*.
 - Hold up the **Photo Card** for *upside down*. I see a little girl hanging upside down. Let's say the word *down* slowly: /d/ /ou/ /n/. What sound do you hear in the middle of *down*?
 - Repeat this activity with **Photo Card** *mouse*.
- You Do**
- Place **Photo Cards** *mouse* and *upside down* on two separate flat surfaces. Place a **Sound-Spelling WorkBoard** beside each picture.
 - Invite children to go on a word search in the classroom, and in books and magazines, for words with /ou/ spelled *ou* or *ow*. When children find words with /ou/ou, have them write these words on the **WorkBoard** beside **Photo Card** *mouse*. When children find words with /ou/ow, have them write these words on the **WorkBoard** beside **Photo Card** *upside down*.
 - At the end of the search, discuss the words children found.

► Phonics

Objective Review blending words with /ou/ou, ow

- I Do**
- Use **Large Letter Cards** or **Letter Tiles** *b, r, o, w*.
 - Listen as I blend the sounds that these letters stand for: /b/ /rrr/ /ou/ /brrrou/, *brow*.
 - Repeat with additional **Letter Cards** or **Letter Tiles**. Build and blend the words *brown*, *gown*, *down*, *clown*, and *cloud*.
- We Do**
- Display the *Cow* **Sound-Spelling Card** along side **Letter Cards** or **Letter Tiles** *c, o, w*.
 - Let's blend the sounds together: /kou/, *cow*.
 - Repeat to build and blend the words *town*, *loud*, and *count*. Review with children the two spellings of the /ou/ sound: *ou*, *ow*.
- You Do**
- Help children use **Letter Cards** or **Letter Tiles** to spell /ou/ words. Guide children as necessary about which spelling to use for each word. Use these words: *proud*, *couch*, *out*, *shout*, *now*, *plow*, *growl*, *brown*.
 - Have children blend the sounds to read each word.

Words to Know

► High-Frequency Words: *once, upon, buy, fall*

Objective Review high-frequency words

- Say each high-frequency word, one at a time: *once, upon, buy, and fall*.
- Have children spell and write each word.
- Have children write a sentence using at least one of the high-frequency words.
- Have partners share their sentences and then read each other's sentence aloud.

ELL Model using each word in a sentence. For more support, see pages T6 and T7.

Time to Read

► Read Take-Home Book

Objective Review summarize: Sequence of events

- Reread and review "Jack and the Beans" using the **Listening Library** audio selection. Then read the **Take-Home Book** story together with children.
- Have children whisper-read the **Take-Home Book** story independently. Listen while children read, offering guidance as necessary.
- Ask children to summarize the story as they read and to pay attention to the sequence of events.

See **Practice Book** pages 181–182.

► After Reading

Have partners respond to "Jack and the Beans" and the **Take-Home Book** story. Have children summarize each story and discuss how they are similar and different.

CORRECTIVE FEEDBACK

If children cannot identify the sequence of events, use **Comprehension Cards: Sequence**.

Quick Check

Can children identify the sequence of events? If not, use the Additional Instruction on pp. 346–349.

► Build Fluency: Connected Text

Objective Increase reading speed

- Review the **Take-Home Book** story and talk about the punctuation marks in the text. Have pairs of children take turns reading aloud the story to each other.
- Guide children to read aloud the story with appropriate expression, pausing and stopping where the punctuation marks dictate.

► Writing

Objective Write and share simple sentences

- Have children draw and label the sequence of events in the **Take-Home Book** story.
- Encourage children to write high-frequency words and words with /ou/.
- Invite children to share their pictures and sentences with classmates.

See the Writing lessons on page 333.

Invite children to read the **Take-Home Book** story to their family and friends.

► Self-Selected Reading

Objective Read independently

Have children select books to read on their own. See the Online Bibliography for suggested titles.

Weekly Assessment

Have children complete the Weekly Assessment on **Assessment Book** pages 174–177.

Fluency Use the passage on **Assessment Book** pages 44–45.

Lesson 16

Grammar
Adjectives: Color Words
Writing
Shared Writing

Lesson 17

More Word Work
Inflectional Endings
Grammar
Adjectives: Number Words
Writing
Interactive Writing

Lesson 18

Grammar
Mechanics
Writing
Trait: Ideas
Independent Writing:
Focus and Plan, Prewrite and Draft

Lesson 19

More Word Work
Word Sort
Writing
Independent Writing:
Revise and Edit

Lesson 20

Writing
Independent Writing:
Publish and Present

More Word Work

Materials

- large index cards with *count, crowd, down, now, round, shout, sound* and **spelling words** *cow, found, town*
- pocket chart

► Inflectional Endings -er, -est

Objective Understand inflectional endings -er, -est

- Remind children that -er at the end of a word is used to compare two people or things. Write and read: *The book is light. The pad is lighter.* Clap out the syllables for *lighter* and pronounce: /līt-ūr/.
- Review that -est at the end of a word is used to compare three or more people or things. Write and read: *Juan is the fastest runner of all.* Clap out the syllables for *fastest* and pronounce: /fast-est/.
- Write and read: *The brown cat is fatter than the orange cat. The black cat is the fattest of them all.* Explain that for some words, such as *fat*, you need to double the final consonant before adding -er or -est. Clap out the syllables for *fatter* and *fattest*, and pronounce: /fat-tūr/, /fat-test/.
- Write and read: *The car is wide. The truck is wider. The train is the widest of them all.* Explain that for words that end in final -e, such as *late, brave, nice, and fine*, you need to drop the final -e before adding the ending -er or -est.

► Word Sort: ou, ow

Objective Sort words with ou, ow

- Place the cards for *count* and *cow* in two columns in the pocket chart.
- Hold up the card for *count*. Point to the letters as you pronounce the word: /k/ /ou/ /n/ /t/, /kount/, *count*.
- Model placing the card for *shout* under *count*. Repeat for other cards. Have children sort the cards and chorally read the words.

Grammar

► Adjectives: Color Words and Number Words

Objective Understand color and number words

- Remind children that an *adjective* is a word that describes a person, place, or thing (a noun). Point out that color and number words can be adjectives because they tell more about nouns.

Color Words

- Explain to children that color words tell how things look. Point to an object in the classroom. *What color is the [name of object]?* Have children respond in complete sentences: *The object is _____.*
- Write and read: *I saw a tree with _____ leaves. It has _____ bark. There are _____ apples growing on it.* Ask children to think of a color word for each sentence. Record children's responses and have them chorally read the sentences.

Number Words

- Explain to children that number words tell how many things there are. Raise your hand to show your fingers. *How many fingers am I holding up?* Have children respond in a complete sentence: *You are holding up five fingers.*
- Write and read aloud: *three red apples, seven green frogs, eight yellow flowers.* Have children draw pictures of the number and color of the things in the sentences.
- Point to objects in the room and ask children to tell how many of that object they can see. *How many boards do you see?* Have children respond in a complete sentence: *I see one board.*
- Write and read aloud: *There are three towns. One town has brown cows. Two towns have black and white cows.* Have children name the color and number words in the sentences.

► Mechanics: Apostrophes in Contractions

- Remind children that contractions are shortened forms of words. Write and read: *did not = didn't* and *it is = it's*. Circle the apostrophes. Review how the apostrophe takes the place of the letter *o* in the word *not* and the letter *i* in *is*.
- Write and read aloud: *We could not open the brown box. They did not know how to open it. It is hard to open.* Have children tell which words can be changed to contractions in each sentence.

Writing Story

Objective Compose a story

► Shared Writing

- Discuss with children the made up details in the story "Jack and the Beans." Ask children if the story is similar to any other story they have heard.
- Tell children that they will be writing a story with characters they know about from another story.
- Remind children that a story is a made-up tale that has a beginning, a middle, and an end.
- Have children tell about stories or fairy tales that they know. Ask them to describe the characters. List children's responses.
- Use children's responses to write sample sentences: *The three bears lived in a house in the woods. Papa Bear was the biggest. Mama Bear was medium size. Baby Bear was the smallest.*
- Point out any adjectives in the sentences.

► Interactive Writing

- Ask children to make up a different ending for a story they are familiar with. Record children's responses.
- Pick an idea to write about, such as the three bears arriving home to find someone cooking.
- Model sentences by writing from the suggestions: *The three bears came home. They smelled something delicious cooking in the kitchen. There was a little boy cooking a meal!*
- Once a sentence is generated, repeat it several times for children. Have children share the pen to help write words or add a punctuation mark. Repeat with more sentences.

► Writing Trait: Ideas

- Tell children that writers can start with an idea that will interest readers. Explain that writers can use descriptive details to make their ideas come alive.
- Write and read: *A boy went to school. Tom went to his new school for the first time.* Have children identify the sentence that is more interesting. Point out that the second sentence has a clear idea: It is Tom's first day at his new school.

► Independent Writing

Focus and Plan

- Have children think about a story or fairy tale they know and enjoy. Ask them to make up different details for the beginning, middle, and end of the story.

Prewrite and Draft

- Ask children to draw pictures to show the beginning, middle, and end of their story with new details.
- Then tell children to draft three sentences to describe each part of the story.
- Remind children to use descriptive words to make their writing more lively.

Revise and Edit

- Ask children to check the sentences they wrote for their story. Have them decide if the sentences are in an order that makes sense.
- Have children work with a partner and read each other's stories. *Is your partner's story interesting?*
- Ask children to check their words to see if a color or number word can be used to make their writing more interesting.

ELL Have children make a drawing to show their favorite story. Then ask them to make another drawing, changing some of the things about the story. Ask children to tell about the different details in their story. Guide them in writing two sentences about the new drawing.

Publish and Present

- Have partners take turns reading their stories to the class.
- Create a class Storybook book.



Reading Triumphs

Materials

- Reading Triumphs pp. 168–169
- Practice Book p. 183
- Sound-Spelling WorkBoards
- Large Letter Cards: *a, e, o, r, u, w*
- Sound-Spelling Card: *Boy*
- Word Cards: *all, buy, enough, eyes, fall, once, open, upon*

- hand puppet
- markers or counters
- pocket chart

Online Resources

- **IWB** Interactive White Board Phonics Lessons

Working with Words

Phonemic Awareness

Objective Blend phonemes

Read aloud the following rhyme. Then reread it and invite children to chime in with you:

A boy found an oyster in the soil.
But it was spoiled by sand and oil.

- I Do** ■ Listen as the puppet says words from the rhyme, sound by sound, and then strings together the sounds: /s/ /oi/ /l/, *soil*; /b/ /oi/, *boy*.

- We Do** ■ Tell children that the words *soil* and *boy* have the /oi/ sound.
- Say the words *soil* and *boy* aloud again. Let's say these words together: /sssoilll/, *soil*; /boi/, *boy*.
 - Repeat with *toy*, *oyster*, and *oil*.

- You Do** ■ Model how to place markers in the sound boxes on the **Sound-Spelling WorkBoard** for each sound in the word *soil*.
- Ask children to orally blend the phonemes.
 - Repeat with *boy*, *spoil*, and *point*.

See **Practice Book** page 183.

CORRECTIVE FEEDBACK

Model how to blend the word *coin* using onset and rime. Let's say the word *coin* together in this way: /k/ /oin/, *coin*. Now let's blend *coin*: /koinnn/, *coin*. Continue with *soy*, *oink*, and *boil*.

Quick Check

Can children blend phonemes? If not, use Additional Instruction on pp. 346–349.

Phonics

Objective Blend words with /oi/oi, oy

Review Show the following **Large Letter Card** sets as children say the sounds: *ar, or, ore, ou, ow*. Mix the spellings and repeat.

- I Do** ■ Display the *Boy Sound-Spelling Card*.
- The names of these letters are *oi* and *oy*. These letter pairs both stand for the /oi/ sound: /oi/. This is the sound at the end of *boy* and in the middle of *coin*. Listen: /b/ /oi/, *boy*; /k/ /oi/ /n/, *coin*.
 - Repeat with the words *toy* and *coil*.

- We Do** ■ Write *boy* on the board. Circle *oy*. Have children chorally say /oi/ as you point to the letters. The letters *oy* in a word can make the /oi/ sound.
- Listen as I point to the letters and say the sounds in *boy*: /b/ /oi/. I hear the sound /oi/ at the end of *boy*. Try it with me: /b/ /oi/, *boy*.
 - Repeat with *Roy*. Then repeat with *oil* and *soil*, drawing a line under the letters *oi*.

- You Do** Model blending these words sound by sound. Then have children repeat.

boy join toy coil joy
soil soy coin point spoil

IWB Online Phonics Lessons: The /oi/ Sound

CORRECTIVE FEEDBACK

Write *foil* on the board. Circle the *oi*. This is the /oi/ sound in the middle of *foil*: /f/ /oi/ /l/, *foil*. Let's blend *foil* together: /fffoilll/. Repeat with *joy*, *boy*, and *coin*.

Quick Check

Can children blend words with /oi/oi, oy? If not, use the Additional Instruction on pp. 346–349.

Words to Know

► Review High-Frequency Words

Objective Read and use previously introduced high-frequency words

- Review high-frequency words introduced in Unit 5, Week 4. *Let's review words we learned before.*
- Hold up **Word Cards** *once, upon, buy, and fall* one at a time. Have children read each word.
- Have children use each word in a sentence.

► High-Frequency Words: *open, eyes, enough, all*

Objective Read high-frequency words

- Display **Word Cards** *open, eyes, enough, and all* in the pocket chart.
- Have children **read, spell, and write** *open*. Point to and say the word *open*. *This word is open. It is spelled o-p-e-n. I will open the present.*
- Follow the same steps to introduce *eyes, enough, and all*.
- Have children make up sentences using the words. Provide sentence starters such as *I don't have enough ____ or I want to eat all of the ____*. Write the completed sentences on the board.

CORRECTIVE FEEDBACK

Point to, say, and spell *open*. *This word is open. Point to the word and say it with me: open. It is spelled o-p-e-n. Spell it with me. What word did you spell?*

Quick Check

Can children read *open, eyes, enough, and all*? If not, use the Additional Instruction on pp. 346–349.

► Oral Vocabulary: Birthday Words

Objective Develop oral vocabulary

- **Define** Talk about words that can be used when discussing someone's birthday, such as *age, surprise, present, and exciting*.
- **Example** Use each word in a sentence: *I got a wonderful present for my birthday.*
- **Ask** Guide children to use the words as they talk about a recent birthday.

► Build Fluency: Word Automaticity

Objective Improve word accuracy

Display **Reading Triumphs** page 168. Read each word in "Working with Words," blending the sounds as you read. Have children blend or say each word after you.

Time to Read

► Read "My Cat, Roy"

Objective Read words in connected text

- Have children read aloud "Words to Know."
- **Choral Reading** Read the story together.
- **Independent Reading** Then have children whisper-read the story independently. Listen while children read, offering guidance as necessary.
- **Partner Reading** Finally, ask children to partner-read "My Cat, Roy."

► Write

Objective Write letters, words, and sentences

- Use the **Sound-Spelling WorkBoards**. Say the sounds: /oi/, /j/, /n/, /b/, /r/, /z/. Have children write the letters, including both the *oi* and *oy* spellings of /oi/. Say each word: *boy, joy, Roy, noise*. Have children write each word.
- Have children write one or two sentences about "My Cat, Roy."

ELL Write each word, blending the sounds to form the word. Then share the pen with children, having them write the letters that they know.

See Grammar and Writing lessons on pages 344–345.



Reading Triumphs

Materials

- Reading Triumphs pp. 168; 170–177
- Practice Book p. 184
- Sound-Spelling WorkBoards
- Large Letter Cards: *b, c, f, g, h, i, j, l, n, o, p, r, s, t, y*
- Letter Tiles
- Word Cards: *all, enough, eyes, open*
- hand puppet

- markers or counters

Online Resources

- **IWB** Interactive White Board Comprehension Lessons
- Graphic Organizer: Sequence of Events Chart

Working with Words

Phonemic Awareness

Objective Identify phonemes in isolation

Read aloud the following rhyme. Then reread it and invite children to chime in with you:

A boy found an oyster in the soil,
But it was spoiled by sand and oil.

- I Do** Listen as the puppet says each word slowly. These words all have the /oi/ sound.

boy oyster soil spoiled oil

- We Do**
- Ask children to say each word after you, stretching the sounds: *boy, oyster, soil, spoiled, oil*.
 - Listen as I say the sounds in these words: /boi/, *boy*; /sssoill/, *soil*; /ssspoilld/, *spoiled*. What sound do you hear at the end of *boy* and in the middle of *soil* and *spoiled*? Let's say the sound together: /oi/.
 - Repeat using *oyster, oil, Roy, and point*.

- You Do**
- Tell children that you will say three words. Ask children to listen for words with the /oi/ sound and say them after you. Say: *toy, toad, broil*.
 - Repeat with *join, soy, job* and *coal, coin, coil*.

CORRECTIVE FEEDBACK

Using the sound boxes on the **Sound-Spelling WorkBoards**, model how to isolate the sounds in *point*. Stretch the sounds as you drag one marker onto each box. Have children repeat the procedure. Continue with *spoil, toy, and join*.

Quick Check

Do children recognize /oi/? If not, use the Additional Instruction on pp. 346–349.

Phonics

Objective Blend words with /oi/oi, oy

Review Show the following spellings with **Large Letter Cards** as children say the long *i* sound for each: *i, y, igh*. Mix the cards and repeat.

- I Do**
- Use **Letter Cards** or **Letter Tiles** *c, o, i, l*.
 - Model blending. The letter *c* stands for the sound /k/. The letters *oi* together stand for the sound /oi/. The letter *l* stands for the sound /l/. Listen as I blend all the sounds together: /koill/, *coil*.
 - Repeat with *toy* and *join*.

- We Do**
- Use **Letter Cards** or **Letter Tiles** *b, o, y* and blend the word *boy*: /boi/. Blend it with me.
 - Let's change the *b* in *boy* to *t*. What word did we make? Let's blend the sounds together.
 - Repeat to build and blend *soy, joy, join, and joint*.

- You Do**
- Guide children to change the *j* in *joint* to *p*. What word did you make? What sound changed to make the word *point*?
 - Now change the *nt* to *l* and add *s* at the beginning. What word did you make? What sounds changed to make the word *spoil*?
 - Continue to have children change letters to build and blend each of these words.
foil oil coil broil boil boy

See **Practice Book** page 184.

- ELL** Make the /oi/ sound, point out correct mouth position, and have children repeat. As children say words in the lesson with /oi/, review the meanings of words that can be demonstrated in a concrete way. For example, have children describe their favorite toy. For more support, see pages T6 and T7.

See the More Word Work lessons on page 344.

Words to Know

► High-Frequency Words: *open, eyes, enough, all*

Objective Read high-frequency words

- Hold up the **Word Cards** one at a time: *open, eyes, enough, and all*. Have children **read, spell, and write** each word.
- Then ask children to call out the words as you point to each card. Repeat in random order at varying speeds.

CORRECTIVE FEEDBACK

Point to, say, and spell *eyes*. *This word is eyes. Point to the word and say it with me: eyes. It is spelled e-y-e-s. Spell it with me. What word did you spell?*

Quick Check

Can children read *open, eyes, enough, and all*? If not, use the **Additional Instruction** on pp. 346–349.

► Oral Vocabulary: Birthday Words

Objective Develop oral vocabulary

- Tell children about how excited you felt on your last birthday.
- **Define** Tell children that something is *exciting* when it makes you feel happy and lively.
- **Example** Use *exciting* in a sentence: *Playing games with my friends is very exciting.*
- **Ask** *What exciting event occurred recently? How did it make you feel?*

► Build Fluency: Word Automaticity

Objective Improve word accuracy

Display **Reading Triumphs** page 168. Read each word in “Working with Words,” blending the sounds or saying the words as you read. Have children blend or say each word after you. Then say the words in random order. Have children point to the word you say.

Time to Read

► Read “Joy’s Surprise”

Objective Summarize: Sequence of events

Before Reading Preview the selection by reading aloud the title. *What might this story be about?*

- Help children set a purpose for reading: *What do you think Joy’s surprise might be? Let’s find out!*
- Have children read aloud “Words to Know.”

During Reading Read the selection aloud. Use a Sequence of Events Chart to record story information. Guide children in a choral reading, pausing to check comprehension as needed. After page 171, ask: *How does Joy feel? Why?* After page 174: *How does Joy feel now? Why?* After page 176: *How does Joy feel at the end of the story? Why?*

After Reading Remind children that as they read they can think about the sequence of events in the story. *Thinking about what happens first, next, and last can help us to better understand the story.* Display **Reading Triumphs** pages 171–172. *The first event in “Joy’s Surprise” is that she wakes up on her birthday and wonders what her surprise will be. All of the other events in the story are related to what happens first.*

IWB **Online Comprehension Lessons:** Sequence

► Comprehension Check: **Text Evidence**

Display **Reading Triumphs** page 177. Guide children to retell the story. Have them use the evidence in the text and the illustrations to answer the **Think About It** questions.

► Write

Objective Write letters, words, and sentences

- Use the **Sound-Spelling WorkBoards**. Say the sounds: /oi/, /w/, /u/, /t/, /ē/, /p/, /ō/, /k/. Have children write the letters. Say each word: *toy, puppy, woke*. Have children write each word.
- Have children draw a picture of and write sentences about an event in “Joy’s Surprise.”

See Grammar and Writing lessons on pages 344–345.



Reading Triumphs

Materials

- Reading Triumphs pp. 168; 170–176
- Practice Book pp. 185–186
- Sound-Spelling WorkBoards
- Large Letter Cards: *a, o, w*
- Sound-Spelling Card: *Boy*
- Photo Cards: *boat, boil, boy, phone, soil, toys*
- Word Cards: *all, enough, eyes, open*
- Comprehension Cards

- hand puppet
- markers or counters
- pocket chart

Online Resources

- **IWB** Interactive White Board Comprehension Lessons
- Graphic Organizer: Sequence of Events Chart

Working with Words

Phonemic Awareness

Objective Segment phonemes

Read aloud the following rhyme. Then read it again and invite children to chime in with you:

How did we spoil the boy named Roy?
We gave him coins and toys to enjoy.

- I Do**
- Listen as the puppet says each sound in a word: /s/ /p/ /oi/ /l/, *spoil*; /r/ /oi/, *Roy*; /t/ /oi/ /z/, *toys*.
 - Point out the /oi/ sound in each word.

- We Do**
- Place markers in the sound boxes on the **Sound-Spelling WorkBoard** for *toys*.
 - Let's say the word *toys* together. There are three markers to stand for three sounds: /t/ /oi/ /z/. Listen as I say the sounds: /t/ /oi/ /zzz/, *toys*. Let's say the sounds in *toys* again.
 - Repeat with *spoil*, *Roy*, and *coins*.

- You Do**
- Have children place markers in the sound boxes for the sounds in the word *point*, placing one marker as they say each sound.
 - Have children repeat to segment *soil*, *joy*, and *coin*.

CORRECTIVE FEEDBACK

Listen as I say this word: *join*. Now listen as I say each sound in *join*: /j/ /oi/ /n/. What sound do you hear in the middle of *join*? Let's say this sound together: /oi/. Repeat with *hoist* and *soy*.

Quick Check

Can children segment phonemes?
If not, use the Additional Instruction on pp. 346–349.

Phonics

Objective Blend words with /oi/oi, oy

Review Show the following spellings with **Large Letter Cards** as children say the long o sound: o, oa, ow. Mix the spellings and repeat.

- I Do**
- Display the *Boy* **Sound-Spelling Card**.
 - The spellings *oi* and *oy* stand for the /oi/ sound.
 - Write *boy* and *boil* on the board and underline the oy and oi spellings as you say the /oi/ sound. Listen as I blend and say the word *boil*: /boiill/, *boil*. Where is the /oi/ sound?
 - Repeat with *boy*, *Roy*, *coin*, and *point*.

- We Do**
- Display **Photo Cards** *soil*, *boy*, and *boat*.
 - Let's name each picture: *soil*, *boy*, *boat*. Listen: Which picture names have the /oi/ sound?
 - Write *soil* and *boy* on the board. Listen as I say the word *soil*: /sss/ /oi/ /lll/. I hear /oi/ in the middle of *soil*. I see that /oi/ in *soil* is spelled *oi*. Repeat with oy in *boy*.
 - Continue with **Photo Cards** *boil*, *phone*, and *toys*.

- You Do**
- Have children write the letters oy on their **WorkBoards** when you say a word with /oi/. Say *toad*, *toy*, *joy*. Repeat with *oi* and *point*, *cone*, *coin*.

Structural Analysis

Objective Read compound words

- Write *toybox* and *checkpoint* on the board. Circle the smaller words *toy*, *box*, *check*, and *point*.
- Review that a word made up of two smaller words is called a *compound word*. To read a compound word, look for the smaller words in it. A *toybox* is a box that holds toys. A *checkpoint* is a point or place at which you might check a project.
- Have children find the smaller words in and then read *playground*, *nightgown*, *sunrise*, and *junkyard*.

Words to Know

► High-Frequency Words: *open, eyes, enough, all*

Objective Read high-frequency words

- Display the **Word Cards** *open, eyes, enough, and all* in a pocket chart.
- Say the word *all*. Have children find and spell the word aloud.
- Follow the same steps to review *open, eyes, and enough*.

See **Practice Book** page 185.

► Oral Vocabulary: Birthday Words

Objective Develop oral vocabulary

- **Discuss** Remind children that *age, surprise, present, and exciting* are words that can be used when discussing someone's birthday. *I was very surprised to get a present.*
- **Connect** Ask children to draw and label a picture of someone being surprised on his or her birthday.

► Build Fluency: Word Automaticity

Objective Improve word accuracy

Display **Reading Triumphs** page 168. Read each word in "Working with Words," blending the sounds or saying the words as you read. Have children blend or say each word after you.

Reread Have children **reread** the previous story from **Reading Triumphs**. Circulate and listen in.

Time to Read

► Read "Joy's Surprise"

Objective Summarize: Sequence of events

- **I Do** ■ Remind children that as they read they can think about the sequence of events.
- *As I reread "Joy's Surprise," I can think about what happens first, next, and last in the story. Paying attention to the sequence of events and how each event leads to the next helps me better understand the story.*

- **We Do** ■ Guide children in a rereading of "Joy's Surprise." Pause after reading page 173. *What happened first in the story? Joy woke up on her birthday and wondered what her surprise would be. What happened next? Joy looked for clues about what her surprise might be. Let's pay attention to what happens last in the story.*

- **You Do** ■ Have partners reread "Joy's Surprise" together. Tell children to think about the sequence of events in the story. Guide them to use the evidence in the text and illustrations and to record their ideas on the Sequence of Events Chart.

See **Practice Book** page 186.

- **ELL** Provide sentence starters to help children describe the sequence of events in "Joy's Surprise": *First, Joy _____. Next, Joy _____. Last, Joy _____. For more support, see pages T6 and T7.*

IWB **Online Comprehension Lessons:** Sequence

CORRECTIVE FEEDBACK

If children cannot identify the sequence of events, use **Comprehension Cards: Sequence**.

Quick Check

Can children identify the sequence of events? If not, use the Additional Instruction on pp. 346–349.

► Write

Objective Write letters, words, and sentences

- Use the **Sound-Spelling WorkBoards**. Say the sounds: /oi/, /l/, /t/, /j/, /sp/. Have children write the letters, including both the *oi* and *oy* spellings of /oi/. Say each word: *joy, toy, spoil*. Have children write each word.
- Have children write about a time when they were surprised.

See Grammar and Writing lessons on pages 344–345.



Reading Triumphs

Materials

- Reading Triumphs pp. 168; 170–176
- Large Letter Cards: *a, b, c, e (2), f, i, j, l, n, o, p, r, s, t, y*
- Letter Tiles
- Word Cards: *all, enough, eyes, open*
- Sound-Spelling WorkBoards
- hand puppet

Working with Words

► Phonemic Awareness

Objective Identify phonemes in isolation

Read aloud the following rhyme. Then reread it and invite children to chime in with you:

How did we spoil the boy named Roy?
We gave him coins and toys to enjoy.

- I Do**
- Use the puppet to model how to isolate sounds.
 - Listen as the puppet slowly says *spoil, boy, coins, and toys*. Listen to the /oi/ sound in each word.

- We Do**
- Ask children to say each word slowly after you: *spoil, boy, coins, toys*.
 - What sound do you hear in the middle of the word *spoil*? Do you hear the /oi/ sound?
 - Repeat this routine with the words *boy, coins, toys, joy, and foil*.

- You Do**
- Tell children that you will say three words. Ask children to listen for the words with the /oi/ sound. Say these words: *toys, coats, noise*.
 - Which words have the /oi/ sound?
 - Repeat with the word sets *enjoy, soy, hole* and *oyster, dreams, join*.

ELL Make the /oi/ sound and point out correct mouth position. Have children repeat. Do the same for the /ō/ sound. Then have children practice saying minimal contrast word pairs, such as *Roy/row, noise/nose, coin/cone, boil/bowl*. For more support, see pages T6–T7.

► Phonics

Objective Blend words with /oi/oi, oy

Review Show the following spellings with **Large Letter Cards** as children say each long e sound: *e, ea, ee, y, ey*. Mix the cards and repeat.

- I Do**
- Use **Letter Cards** or **Letter Tiles** *b, r, o, i, l*. Model blending.
 - The letter *b* stands for /b/. The letter *r* stands for /r/. The letters *o* and *i* together stand for /oi/. The letter *l* stands for /l/. Listen as I blend these sounds together: /brrroilll/, *broil*. Say it with me: *broil*.
 - Repeat with *foil, soil, and coil*.

- We Do**
- Let's change the *l* in *coil* to *n*. What word did we make? Let's blend the sounds: /koinnn/, *coin*.
 - Now let's change the *c* in *coin* to *j*. What word did we make? Let's blend the sounds: /joinnn/, *join*.

- You Do**
- Guide children to add *t* to the end of *join*. What word did you make? Blend the sounds.
 - Now change the *j* in *joint* to *p*. What word did you make? Blend the sounds in this word.
 - Add *s* to the beginning of *point* and change the *nt* to *l*. Have children continue to change one or more letters to make *coil, coin, coy, and toy*.

See the More Word Work lessons on page 344.

CORRECTIVE FEEDBACK

Give four children **Letter Cards** *f, o, i, l*. Model blending *foil*. Have the two children holding *o* and *i* say /oi/ and write *oi*. Have the other children say /oi/. Repeat for *f* and then *l*, blending /fffoi/ and then /fffoilll/. Continue the routine with *boil, toys, coin*.

Quick Check

Can children blend sounds in words with /oi/oi, oy? If not, use the Additional Instruction on pp. 346–349.

Words to Know

► High-Frequency Words: *open, eyes, enough, all*

Objective Read high-frequency words

- Place **Word Cards** *open, eyes, enough, and all* facedown.
- Tell children that you will turn over the **Word Cards** one at a time for them to read.
- Ask children to chorally call out the words.
- Turn the cards over one at a time. Mix and repeat.

CORRECTIVE FEEDBACK

Point to, say, and spell *enough*. *This word is enough.* Point to the word and say it with me: *enough*. It is spelled *e-n-o-u-g-h*. Spell it with me. What word did you spell?

Quick Check

Can children read *open, eyes, enough, and all*? If not, use the Additional Instruction on pp. 346–349.

► Oral Vocabulary: Birthday Words

Objective Develop oral vocabulary

- **Confirm** Remind children that *age, surprise, present, and exciting* are words that can be used when discussing someone's birthday.
- **Discuss** Talk about other words used to describe birthdays, such as *celebration*.
- **Connect** Invite children to use these words in sentences.

For Additional Instruction, see pages 346–349.

► Build Fluency: Word Automaticity

Objective Improve word accuracy

Display **Reading Triumphs** page 168. Read each word in "Working with Words," blending the sounds or saying the words as you read. Have children blend or say each word after you. Reread each row, asking children to echo-read.

Reread Have children **reread** the previous story from **Reading Triumphs**. Circulate and listen in.

Time to Read

► Read "Joy's Surprise"

Objective Summarize: Sequence of events

I Do **Before Reading** Tell children that as they read "Joy's Surprise" again, they can summarize the story events. *We can summarize the important events in the story as we read. Summarizing what happens first, next, and last can help us better understand the story and the sequence of events.*

We Do **During Reading** Reread the story together, pausing as needed to support children's comprehension. Model summarizing the story events as you read. On page 173, say: *We can summarize what has happened so far in the story. First, Joy woke up and wondered what her birthday surprise might be. Next, Joy looked for clues as to what her surprise might be.*

You Do **After Reading** Have pairs of children reread the story together. Prompt partners to summarize the story, paying attention to the sequence of events. Guide children to use the text and illustrations as they summarize the story.

► Build Fluency: Connected Text

Objective Model fluency

Echo-Read Read "Joy's Surprise" one page at a time. Ask children to reread each page after you, following the rise and fall of your voice and the pace of your reading.

► Write

Objective Write letters, words, and a summary

- Use the **Sound-Spelling WorkBoards**. Say the sounds: /oi/, /p/, /ê/, /w/, /u/, /j/, /ô/, /t/, /k/, /z/. Have children write the letters, including both the *oi* and *oy* spellings of /oi/. Say each word: *Joy, toy, puppy, woke, noise*. Have children write each word.
- Ask children to write short summaries of "Joy's Surprise."

See the Writing lessons on page 345.



Reading Triumphs

Materials

- Reading Triumphs pp. 170–176
- Take-Home Book; Practice Book pp. 187–188
- Listening Library
- Assessment Book
- Photo Cards: *ant, banana, boil, boy, cloud, cowboy, horse, mop, soil, toys, yogurt*

- Comprehension Cards

Online Resources

- Bibliography

Working with Words

► Phonemic Awareness

Objective Review phonemes

- I Do**
- Listen as I say a word in parts: /k/ /oi/ /n/. I can blend these sounds: /koinnn/.
 - The sound in the middle of *coin* is /oi/.
 - Repeat this procedure with *broil, joy, and spoil*.
- We Do**
- Invite children to sit in a circle. Hold up **Photo Card** *toys*.
 - Have children segment and blend the word *toys* with you: /t/ /oi/ /z/, /toizzz/, *toys*.
 - Give a child **Photo Card** *toys*. Ask that child to say *toys* and another word with the /oi/ sound, such as *coin*.
 - Ask children to segment and blend that word with you: /k/ /oi/ /n/, /koinnn/, *coin*.
- You Do**
- Place the following **Photo Cards** facedown: *ant, banana, boil, boy, cloud, cowboy, horse, mop, soil, toys, yogurt*.
 - Ask children to take turns turning cards faceup. When a card has the /oi/ sound spelled *oi* or *oy*, children should call out the picture name.
 - Have children segment and blend the word, then point out where they hear the /oi/ sound. Guide children as needed.

► Phonics

Objective Review blending words with /oi/oi, oy

- I Do**
- Write the word *joy* on the board. Underline the *oy* in *joy*. This word is *joy*. In the word *joy*, the /oi/ sound is spelled *oy*.
 - Write the word *coin* on the board, starting a new column. Underline the *oi* in *coin*. This is the word *coin*. In the word *coin*, the /oi/ sound is spelled *oi*.
- We Do**
- Display **Photo Cards** *toys* and *soil*. Ask children to read the words on the backs of the cards. How is the /oi/ sound spelled in *toys*? How is the sound spelled in *soil*?
 - Where on the board should we write *toys*? Where should we write *soil*? Write the word *toys* below *joy* and the word *soil* below *coin*.
- You Do**
- Point to the words *joy* and *toys* on the board. Provide clues to help children name other words with /oi/ spelled *oy*.
 - Say this clue: I am thinking of the names of two boys. One name begins with /r/ and one name begins with /tr/.
 - Write the words *Roy* and *Troy* under *toys*.
 - Repeat for /oi/ spelled *oi*.

Words to Know

► High-Frequency Words: *open, eyes, enough, all*

Objective Review high-frequency words

- Say each high-frequency word, one at a time: *open, eyes, enough, and all*.
- Have children spell and write each word.
- Have children write a sentence using at least one of the high-frequency words.
- Have partners share their sentences and then read each other's sentence aloud.

ELL Model using each word in a sentence. For more support, see pages T6 and T7.

Time to Read

► Read Take-Home Book

Objective Review summarize: Sequence of events

- Reread and review "Joy's Surprise" using the **Listening Library** audio selection. Then read the **Take-Home Book** selection together.
- Have children whisper-read the **Take-Home Book** story independently. Listen while children read, offering guidance as necessary.
- Ask children to summarize the sequence of events in the **Take-Home Book** story.

See **Practice Book** pages 187–188.

► After Reading

Have children respond to "Joy's Surprise" and the **Take-Home Book** by summarizing the sequence of events in each story.

- What happened first in "Joy's Surprise"? Next? Last?
- What happened first in the **Take-Home Book** story? Next? Last?

CORRECTIVE FEEDBACK

If children cannot identify the sequence of events, use **Comprehension Cards: Sequence**.

Quick Check

Can children identify the sequence of events? If not, use the Additional Instruction on pp. 346–349.

► Build Fluency: Connected Text

Objective Increase reading speed

- Prompt children to identify punctuation in the **Take-Home Book** story. Then have partners read the story aloud to each other.
- Guide children to read the story aloud using a clear voice and steady pace.

► Writing

Objective Write and share simple summaries

- Have children write a summary of the sequence of events in the **Take-Home Book** story.
- Encourage children to use the high-frequency words and words with /oi/.
- Invite children to share and compare their summaries with others.

See the Writing lessons on page 345.

Invite children to read the **Take-Home Book** story to their family and friends.

► Self-Selected Reading

Objective Read independently

Have children select books to read on their own. See the Online Bibliography for suggested titles.

Weekly Assessment

Have children complete the End-of-Unit Assessment on **Assessment Book** pages 178–183.

Fluency Use the passage on **Assessment Book** pages 44–45.

Lesson 21

Grammar
Prepositions

Writing
Shared Writing

Lesson 22

More Word Work
ea with Short *e* Sound

Grammar
Prepositions

Writing
Interactive Writing

Lesson 23

Grammar
Mechanics

Writing
Trait: Presentation
Independent Writing:
Focus and Plan,
Prewrite and Draft

Lesson 24

More Word Work
Word Sort

Writing
Independent Writing:
Revise and Edit

Lesson 25

Writing
Independent Writing:
Publish and Present

More Word Work

Materials

- large index cards with *coin*, *enjoy*, *join*, *voice* and spelling words *boy*, *joy*, *noise*, *spoil*, *toy*
- pocket chart

► Vowel Digraph: *ea* with Short *e* Sound

Objective Blend words with *ea* (short *e* sound)

- Write these words in a column on the board: *head*, *bread*, and *lead*. Point to the letters as you say the sounds and read the words. Have children repeat.
- Circle the *ea* in each word. *I notice that each word has an /e/ sound in the middle and a /d/ sound at the end. Listen to the sound: /ed/.*
- Write these words on the board: *deaf*, *sweat*, and *breath*. Point to the letters as you say the sounds and read the words. *Listen as I say the sounds for the words: /d/ /e/ /f/, /def/; /sw/ /e/ /t/, /swet/; /br/ /e/ /th/, /breth/.* Have children repeat.
- What do you notice about these words? Yes, they have *ea* in the middle, but different letters at the end. Point out that the *ea* in these words has a short *e* sound.

► Word Sort: *oi*, *oy*

Objective Sort words with *oi*, *oy*

- Place the cards for *coin* and *joy* in two columns in the pocket chart.
- Hold up the card for *coin*. Point to the letters as you pronounce the word: *Listen as I say the sounds for coin: /k/ /oi/ /n/, /koin/.*
- Model placing the card for *voice* under *coin*. Repeat for other cards. Have children sort the cards and chorally read the words.
- Point out to children that the letters *oi* and *oy* have the same sound: /oi/.

Grammar

► Prepositions and Prepositional Phrases

Objective Understand how prepositions are used

- Remind children that a *noun* is a word that names a person, place, or thing.
- Tell children that there are words, called *prepositions*, that connect a noun to another part of the sentence.
- Write and read aloud this sentence: *The lion cub sleeps at night.* Circle the word *at*. *The word at connects the words The lion cub sleeps and the word that tells when he sleeps: night.*
- Write and read aloud the following prepositions and sentences.
for to on at near
1. *The little cub lay ____ his back.*
2. *Mama Bear was ____ her cub.*
3. *The little cub listened ____ the birds.*
4. *The green bird sang a song ____ little cub.*
5. *The red bird looked ____ little cub.*
Guide children in choosing the correct preposition for each sentence. Then have children name the noun that the preposition tells about.
- Explain to children that the group of words that begin with the preposition and tell about the noun are called a *prepositional phrase*.
- Have children chorally read aloud the above completed sentences. Then guide them in naming the prepositional phrases. Ask them to identify the preposition first.

► Mechanics: Capitalize Days of the Week

- Remind children that the names of the days of the week are proper nouns. Review that they always begin with capital letters.

- Write and read aloud: *I saw the tiny cub at the park on Sunday. It was born on Tuesday. I saw Mama Bear on Friday. I saw all the bears on Saturday.* Have children identify the day of the week and name which letter should be capitalized.

Writing Persuasive

Objective Compose persuasive sentences

► Shared Writing

- Discuss with children the surprise Joy received on her birthday in the story “Joy’s Surprise.” Ask children if they think a pet is a good birthday present.
- Tell children that they will be writing sentences to convince someone that a pet is a good present.
- Remind children that they need to give reasons to convince people of their opinion.
- Have children tell about the pets they own or would like to own. Ask them to describe why pets are good to have. List children’s responses.
- Use children’s responses to write sample sentences: *My dog Roy plays with me in the park. He is my best friend.*
- Point out any prepositions in the sentences.

► Interactive Writing

- Ask children to think of reasons why pets are good to have. Record children’s responses.
- Pick an idea to write about, such as that pets can be protective.
- Model sentences by writing from the suggestions: *Dogs will bark when there is danger. They can warn you about something.*
- Once a sentence is generated, repeat it several times for children. Have children share the pen to help write words or add a punctuation mark. Repeat with more sentences.
- Point out any prepositions.

► Writing Trait: Presentation

- Tell children that good writers use their best handwriting when they write their final draft. That makes it easy for others to read.
- Explain that good writers make sure they leave space between words.
- Write this sentence on the board:
Atiger licks hispaws.
Guide children in naming the words that need spaces. Then have children chorally read the sentences.

► Independent Writing

Focus and Plan

- Have children think about reasons why pets are good to have. Ask them to think about the different kinds of pets they would like to own and why.

Prewrite and Draft

- Ask children to draw pictures to show the kind of pet they would like to have.
- Then tell children to draft three sentences to describe why their animal would make a good pet.
- Remind children to give reasons to convince someone of their opinion.

Revise and Edit

- Ask children to check their persuasive sentences. Have them decide if their reasons make sense.
- Have children work with a partner and read each other’s persuasive sentences. *Are your partner’s sentences convincing?*
- Ask children to check their words to see if they used the correct capitalization and punctuation for their sentences.

ELL Have children draw an animal they would like for a pet. Write: *A _____ would be a great pet because _____ and _____.* Guide them in writing two reasons why the animal would make a good pet.

Publish and Present

- Have partners take turns reading their persuasive sentences to the class.
- Create a class *Why You Should Have a Pet* book.



Assessment Book

Choose from the Additional Instruction for children who need more support. Use End-of-Unit Assessment to check children's progress.

Working with Words

Materials

- Reading Triumphs pp. 148, 158, 168
- Sound-Spelling Cards: *Boy, Corn, Cow*
- Sound-Spelling WorkBoards
- Letter Tiles
- Large Letter Cards: *a–z*
- markers or counters
- hand puppet

Online Resources

IWB Interactive White Board
Phonics Lessons

► Phonemic Awareness

Objective Isolate and blend phonemes; Segment phonemes

Review Phonemes Display the *Corn Sound-Spelling Card*. Listen to the sounds in the middle of the word *corn*. Say the sounds with me: /ôr/. We can hear the /ôr/ sounds in the middle of *corn*.

- For lessons 16–20, display the *Cow Sound-Spelling Card*. Listen to the sound at the end of the word *cow*. Say the sound with me: /ou/. This is the /ou/ sound. We hear it at the end of *cow*.
- For lessons 21–25, display the *Boy Sound-Spelling Card*. Listen to the sound at the end of the word *boy*. Say the sound with me: /oi/. This is the /oi/ sound. We hear it at the end of *boy*.

Blend Phonemes Tell children to listen as you string sounds together to form a word: /t/ /ôr/ /n/, /tôôôrrnn/, *torn*. Have children repeat: /t/ /ôr/ /n/, /tôôôrrn/, *torn*. Point out that *torn* has the /ôr/ sounds in the middle.

- Tell children to listen as you string more sounds together to form a word: /h/ /ôr/ /n/, /hôôôrrnn/,

horn. Say it with me: /h/ /ôr/ /n/, /hôôôrrn/, *horn*. Point out that *horn* has /ôr/ in the middle.

- Let's say more words. Listen for /ôr/ in the middle of each word: /p/ /ôr/ /k/, /pôôôrrrk/, *pork*; /s/ /ôr/ /t/, /sssôôôrrrt/, *sort*.
- Model placing markers in the sound boxes on the **Sound-Spelling WorkBoards**. Listen to the word: *for*. I will place one marker for the /f/ sound, and one marker to represent the sounds /ôr/ together: /f/ /ôr/. Now I will point to a marker as I say the sounds and string the sounds together: /fôôôrr/, *for*. Have children take turns placing markers in the sound boxes as they blend words: *born, sport, worn, chore, store*.
- For lessons 16–20, use the above routine for /ou/ using the words *clown, cloud, plow, found, down, town, round*.
- For lessons 21–25, use the above routine for /oi/ using the words *toy, boy, boil, soil, joy, join, spoil, oil, royal*.

Segment Phonemes Tell children to listen as the puppet says each sound in these words: *score*, /s/ /k/ /ôr/; *chore*, /ch/ /ôr/; *floor*, /f/ /l/ /ôr/. Point out the /ôr/ sounds in each word.

- Place three markers in the sound boxes on the **Sound-Spelling WorkBoard**. Listen to the word: *score*. Let's say *score* together. What sounds do you hear at the end of the word *score*? (/ôr/) Which marker stands for /ôr/? Yes, the last marker stands for /ôr/.
- Place two markers in the sound boxes. Listen to the word: *chore*. Let's say *chore* together. What sounds do you hear at the end of the word *chore*? (/ôr/) Which marker stands for the /ôr/ sounds? (the last marker) Repeat with *floor, short, and more*.
- Have children take turns placing markers in the sound boxes and pointing to the marker that stands for /ôr/ in the words *floor, short, and more*.
- For lessons 16–20, repeat the above routine for /ou/ using the words *plow, frown, ground, brown, out, scout, found*.
- For lessons 21–25, repeat the above routine for /oi/ using the words *point, joy, boil, spoil, toy, loyal*.

► Phonics

Objective Decode words with /ôr/or, ore; /ou/ou, ow; /oi/oi, oy

Review Letter/Sound Correspondence Display the *Corn Sound-Spelling Card*. The letters *o* and *r* together can stand for /ôr/, as in the middle of *corn*. Write *corn*. Draw a line under *or* as you say /ôr/.

- For lessons 16–20, display the *Cow Sound-Spelling Card*. The letters *o* and *w* together can stand for /ou/, as in *cow*. This is also the sound we hear at the beginning of *out*. The letters *o* and *u* represent the /ou/ sound in *out*. Write the words *out* and *cow*. Draw a line under the letters *ou* and *ow* as you say the sound /ou/.
- For lessons 21–25, repeat the above routine for /oi/ using the words *boy* and *coin*.

Blend Words Use the **Letter Tiles** to model blending words. Place **Letter Tiles** *f, o, r, k* in the sound boxes on the **Sound-Spelling WorkBoard**.

- The letter *f* stands for the sound /f/. The letters *o* and *r* together stand for /ôr/. The letter *k* stands for the sound /k/. Listen as I blend: /ffôôôrrrk/, *fork*.
- Place **Letter Tiles** *p, o, r, k* in the sound boxes on the **Sound-Spelling WorkBoard**. What sound does the letter *p* stand for? Yes, it stands for /p/. What do the letters *o* and *r* together stand for? Yes, they stand for /ôr/. What sound does the letter *k* stand for? Yes, it stands for /k/. Let's blend: /pôôôrrrk/, *pork*. Repeat using *sort, form, for, sport*.
- Have children take turns placing **Letter Tiles** in the sound boxes and blending sounds to form words.
- For lessons 16–20, repeat the above routine for /ou/ using *shout, cloud, clown, down, round, plow*.
- For lessons 21–25, repeat the above routine for /oi/ using the words *point, joy, boy, soil, toy, spoil*.

Build Words Use the **Letter Tiles** to model building words. Place **Letter Tiles** *f, o, r, k* in the sound boxes on the **Sound-Spelling WorkBoard**. Guide children to blend the sounds: /f/, /ôr/, /k/, /ffôôôrrrk/, *fork*.

- Let's change the *k* in *fork* to *t*. What word did we make? The letter *f* stands for /f/. The letters *o* and *r* stand for /ôr/. The letter *t* stands for /t/. Listen as I blend: /ffôôôrrrt/, *fort*. We made the word *fort*.

- Change the letter *f* in *fort* to *p*. What word did we make? Blend the sounds with me: /p/ /ôr/ /t/, /pôôôrrrt/, *port*. We made the word *port*.
- Let's add an *s* to the beginning of *port*. Let's read the new word: *sport*. Continue changing letters to make the following words: *sort, fort, form, fork, cork, corn, born*.
- Have children take turns changing **Letter Tiles** to make new words.
- Write the words you made, saying each sound and the letter that stands for it. Then guide children in blending and building each word: *fork, fort, port, sport, sort, fort, form, fork, cork, corn, born*.
- For lessons 16–20, use: *out, pout, pow, cow, clown, down, town, round, pound, sound*.
- For lessons 21–25, use: *oil, boil, boy, joy, soy, soil, toil, toy*.

Fluency: Letter Naming Tell children that you will hold up **Large Letter Cards**. They should name each letter. Hold up the **Letter Card** for each letter of the alphabet one at a time, in random order.

Fluency: Letter/Sound Correspondence Tell children that you will hold up **Letter Cards**. They should say the sounds that the letters stand for. Hold up the **Letter Card** for each letter of the alphabet one at a time, in random order.

Fluency: Word Automaticity For lessons 11–15, display page 148 of **Reading Triumphs**. Read each word in "Phonics," blending the sounds and then saying the words as you read. Have children blend sounds and say the words after you.

- For lessons 16–20, repeat the above routine using page 158 of **Reading Triumphs**.
- For lessons 21–25, repeat the above routine using page 168 of **Reading Triumphs**.

ELL As children practice the words in the lesson, review the meaning of the words that can be demonstrated in a concrete way. For more support, see pages T6–T7.

IWB For additional activities, use **Online Phonics Lessons**: *r*-Controlled Vowel /ôr/; The /ou/ Sound; The /oi/ Sound.

Words to Know

Materials

- Reading Triumphs pp. 148, 149; 158, 159; 168, 169
- Word Cards: *all, because, buy, enough, eyes, fall, great, once, open, upon, warm, would*
- Sound-Spelling WorkBoards
- pocket chart

► High-Frequency Words

Objective Reteach high-frequency words *great, because, warm, would* (Lessons 11–15); *once, upon, buy, fall* (Lessons 16–20); *open, eyes, enough, all* (Lessons 21–25)

- Display **Word Cards** in the pocket chart.
- **Read, spell, and write** each word and use it in a sentence: *This is the word open. It is spelled o-p-e-n. Open. Todd left the door open and the cat ran outside.*
- Have children chorally say each word aloud as you point to it. Point to each letter as children chorally spell the word aloud.
- Point out letters and their sounds that children have learned. *The word open begins with the letter o. We know that the letter o stands for the /ō/ sound. The word open begins with the /ō/ sound.*
- Hold up one **Word Card** at a time. Have children chorally read aloud each word. Have children write each word on their **Sound-Spelling WorkBoards** as they spell it aloud. Guide children to say a sentence using each word.
- Provide sentence starters using the words. For example: *Barb went shopping to buy ____.* Have children take turns orally completing the sentences. Write the sentences and then read each sentence aloud. Have children take turns underlining the high-frequency words in the sentences.
- Have partners work together to write sentences using the high-frequency words.

Fluency: Word Automaticity For lessons 11–15, display page 148 of **Reading Triumphs**. Read aloud each word in “Words to Know.” Have children read aloud each word after you.

- For lessons 16–20, repeat the above routine using page 158 of **Reading Triumphs**.

- For lessons 21–25, repeat the above routine using page 168 of **Reading Triumphs**.

Fluency: Connected Text Display page 149 of **Reading Triumphs**. Read “Born to Swim” aloud. Have children read the passage after you. Guide children to blend the sounds of decodable words and say each high-frequency word.

- For lessons 16–20, repeat the above routine using “Counting Eggs” on page 159 of **Reading Triumphs**.
- For lessons 21–25, repeat the routine using “My Cat, Roy” on page 169 of **Reading Triumphs**.

► Oral Vocabulary

Objective Develop oral vocabulary

- **Sports Words (Lessons 11–15)** Remind children that *compete, score, coach, spectator, tournament, and champion* are words they can use when they talk about sports. *Justin’s soccer team will compete in the tournament.*
- Have children describe what they like about their favorite sport using the words *compete, score, coach, tournament, and champion*.
- Have partners create sentences using *compete, score, coach, spectator, tournament, and champion*.
- **Fantasy Words (Lessons 16–20)** Remind children that fantasies often have magical and imaginary events or creatures. *We use words such as magical, pretend, imaginary, impossible, and unrealistic when we talk about fantasy. My friends like to pretend we live in an imaginary place.*
- Have children make up an unrealistic story. Ask them to act it out.
- Then have partners work together to create sentences using the oral vocabulary words.
- **Birthday Words (Lessons 21–25)** Remind children that words such as *age, surprise, present, exciting, and celebration* are words to use when talking about someone’s birthday. *Lola planned a surprise celebration for her sister’s birthday.*
- Have children create invitations for a surprise party. Ask them to use the oral vocabulary words.
- Then have partners work together to create sentences using the words *age, surprise, present, exciting, and celebration*.

Time to Read

Materials

- Reading Triumphs pp. 150–156, 157; 160–166, 167; 170–176, 177

Online Resources

IWB Interactive White Board

Comprehension Lessons

- Graphic Organizer: Compare and Contrast Chart; Sequence of Events Chart

► Comprehension: Text Evidence

Objective Review comprehension skills

Compare and Contrast (Lessons 11–15) Tell children that as they read they can compare and contrast information. *When we compare, we think about how things are the same. When we contrast, we think about how they are different.*

- Display **Reading Triumphs** page 150. Let's reread "Fun with Sports." As we read, we will list ideas on the Compare and Contrast Chart.
- Read pages 150–153: How does the batter hit the ball? (She swings at it.)
- Read pages 154 and 155: How do soccer players move the ball on the field? (They kick and pass.)
- Read page 156: What do the players do after the game? (They clap hands to show they are good sports.) What are ways that baseball and soccer are different? (In baseball, players hit the ball with a bat and run around the bases to home plate. In soccer, the players kick the ball and run toward the goal.)
- Review Comprehension Check, page 157. 1. What do players do with the ball in baseball? What do they do in soccer? (In baseball, the players hit the ball. In soccer, they kick it.) 2. How are baseball and soccer alike? (Both sports use balls and are played on fields.) Add ideas to the chart.

Sequence of Events (Lessons 16–20) Explain that stories are made up events that occur in a certain order, or sequence. *Thinking about what happens first, next, and then last can help us understand the story.*

- Display **Reading Triumphs** page 160. As we reread "Jack and the Beans" we will record the events on the Sequence of Events Chart.

- Read pages 160 and 161: What happens at the beginning of the story? (The cow stops giving milk and Jack goes to town to sell it.) Let's add this event to our Sequence of Events Chart.
- Read pages 162 and 163: What happens in the middle of the story? (Jack sells the cow for five beans. His mother throws them out the window.)
- Read pages 164–166: What happens in the end of the story? (Jack climbs the plant and finds bags of gold. He brings two bags home.)
- Review Comprehension Check, page 167. 1. Why does Jack take the cow to town? (The cow stops giving milk.) 2. What happens after Jack's mom throws out the beans? (They grow into a big plant.)

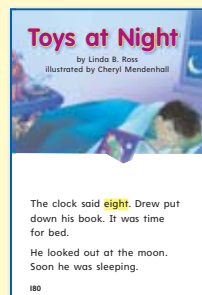
Sequence of Events (Lessons 21–25) Remind children that as they read they can think about what happens first, next, and then last in the story. *Paying attention to the sequence of events and how each event leads to the next helps me understand the story.*

- Display **Reading Triumphs** page 170. Let's reread "Joy's Surprise." As we read, we will record story information on the Sequence of Events Chart.
- Read pages 170 and 171: What do Mom and Dad do after making pancakes? (They run out to the yard.)
- Read pages 172 and 173: What is Joy doing when she hears a banging noise? (reading) What does Joy spot on her way outdoors? (a book about dogs)
- Read pages 174–176: Why do Mom and Dad tell Joy to close her eyes? (They want to surprise her.) What happens after Joy picks up the puppy? (He licks her.)
- Review Comprehension Check, page 177. 1. What happened after Joy heard banging? (She found a dog book and ran outside.) 2. What clues told you that there was a dog? (Joy found a dog book. Mom and Dad were building a dog house.)

ELL For more support, see pages T6–T7.

IWB Online Comprehension Lessons: Compare and Contrast; Sequence

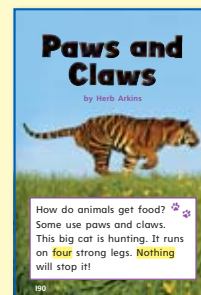
Self-Selected Reading Have children select books. Guide them to compare and contrast information and think about the sequence in each selection.



pp. 180–187



pp. 190–197

**Working with Words**

- **Phonemic Awareness**

- **Phonics**

- **Structural Analysis**

Words to Know

- **High-Frequency Words**

- **Oral Vocabulary**

- **Build Fluency**

Time to Read

- **Reading Triumphs**

- **Comprehension**

- **Write**

Language Arts

- **Grammar**

- **Writing**

Assessment

- **Informal**

- **Formal**

Week 1, Lessons 1–5**Phonemic Awareness**

- Listen for Vowel Digraphs /û/ and /ü/

Phonics

- Introduce Vowel Digraphs /û/oo and /ü/oo, ew, ou, ue
- Review Vowel Diphthong /oi/oi, oy

Structural Analysis

- Two-Syllable Words

High-Frequency Words

- love, pretty, sure, eight

Oral Vocabulary

- Nighttime Words

Fluency

- Word Automaticity; Connected Text

Read

- “The Moon and Stars” and “Toys at Night”

Strategy: Visualize**Skill:** Fantasy and Reality**Daily Writing Prompts**

Dictation

Grammar

- Subjects and Predicates
- Mechanics: Sentence Punctuation

Writing

- **Sentence Fluency:** Personal Narrative



Phonemic Awareness, Phonics, High-Frequency Words, and Comprehension

- **Weekly Assessment, Assessment Book pp. 184–187**

Week 2, Lessons 6–10**Phonemic Awareness**

- Listen for Vowel Digraph /ô/

Phonics

- Introduce Vowel Digraph /ô/au, aw, al, a, augh
- Review Vowel Digraphs /û/oo and /ü/oo, ew, ou, ue

Structural Analysis

- Two-Syllable Words

High-Frequency Words

- four, nothing, carry, over

Oral Vocabulary

- Animal Words

Fluency

- Word Automaticity; Connected Text

Read

- “Four Cubs” and “Paws and Claws”

Strategy: Visualize**Skill:** Make Inferences**Daily Writing Prompts**

Dictation

Grammar

- Pronouns
- Mechanics: Capitalizing I

Writing

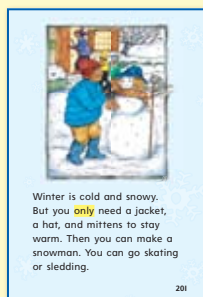
- **Sentence Fluency:** How-to



Phonemic Awareness, Phonics, High-Frequency Words, and Comprehension

- **Mid-Unit Assessment, Assessment Book pp. 188–193**

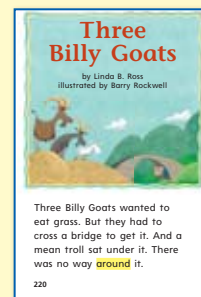
Additional Instruction, Weeks 1–2, pages 376–379



pp. 200–207



pp. 210–217



pp. 220–227

Week 3, Lessons 11–15

Phonemic Awareness

- Listen for Two-Syllable Words: Open and Closed Syllables

Phonics

- Introduce Open and Closed Syllables; *r*-Controlled Vowel /*ar*/*air*, *are*, *ear*
- Review Vowel Digraph /*ô*/*au*, *aw*, *al*, *a*, *ough*

Structural Analysis

- Two-Syllable Words; Prefixes *re-*, *un-*

High-Frequency Words

- *full*, *call*, *only*, *one*

Oral Vocabulary

- Season Words

Fluency

- Word Automaticity; Connected Text

Read

- "Box Full of Toys" and "The Seasons"

Strategy: Monitor Comprehension/ Reread

Skill: Classify and Categorize

Daily Writing Prompts

Dictation

Grammar

- Pronouns
- Mechanics: Commas

Writing

- **Sentence Fluency:** Report



Phonemic Awareness, Phonics, High-Frequency Words, and Comprehension

- **Weekly Assessment, Assessment Book pp. 194–197**

Week 4, Lessons 16–20

Phonemic Awareness

- Listen for Two-Syllable Words: Open and Closed Syllables

Phonics

- Review Open and Closed Syllables
- Review Two-Syllable Words

Structural Analysis

- Possessives

High-Frequency Words

- *down*, *after*, *before*, *been*

Oral Vocabulary

- Planting Words

Fluency

- Word Automaticity; Connected Text

Read

- "A Tiny Seed" and "Let's Plant Seeds"

Strategy: Monitor Comprehension/ Reread

Skill: Make Predictions

Daily Writing Prompts

Dictation

Grammar

- Using *I* and *Me*
- Mechanics: Capitalizing *I*

Writing

- **Presentation:** How-to



Phonemic Awareness, Phonics, High-Frequency Words, and Comprehension

- **Weekly Assessment, Assessment Book pp. 198–201**

Week 5, Lessons 21–25

Phonemic Awareness

- Listen for Two-Syllable Words: Final Stable Syllables

Phonics

- Introduce Final Stable Syllables
- Review Two-Syllable Words

Structural Analysis

- Singular and Plural Possessive Pronouns

High-Frequency Words

- *their*, *always*, *around*, *laugh*

Oral Vocabulary

- Sound Words

Fluency

- Word Automaticity; Connected Text

Read

- "Five Little Frogs" and "Three Billy Goats"

Strategy: Monitor Comprehension/ Reread

Skill: Character and Setting

Daily Writing Prompts

Dictation

Grammar

- Adverbs That Tell How
- Mechanics: Capitalize Nouns and Pronouns

Writing

- **Presentation:** Personal Narrative



Phonemic Awareness, Phonics, High-Frequency Words, and Comprehension

- **End-of-Unit Assessment, Assessment Book pp. 202–207**

Additional Instruction, Weeks 3–5, pages 416–419



Reading Triumphs

Materials

- Reading Triumphs pp. 178–179
- Practice Book p. 189
- Sound-Spelling WorkBoards
- Large Letter Cards: *a, e, i, r, u*
- Sound-Spelling Cards: *Book, Spoon*
- Word Cards: *all, eight, enough, eyes, love, open, pretty, sure*

- hand puppet
- markers or counters
- pocket chart

Online Resources

- **IWB** Interactive White Board Phonics Lessons

Working with Words

Phonemic Awareness

Objective Blend phonemes

Read aloud the following rhyme. Then reread it and invite children to chime in with you:

The cook put a spoon into the stew
And gave a taste to me and you!

I Do Listen as the puppet says some words from the rhyme sound by sound and then strings together these sounds: /k/ /ü/ /k/, /küüük/, *cook*; /s/ /p/ /ü/ /n/, /ssspüüünnn/, *spoon*; /s/ /t/ /ü/, /ssttööü/, *stew*.

- We Do**
- Tell children that *cook* has the /ü/ sound.
 - Say *cook* again. Let's say this word together: *cook*, /k/ /ü/ /k/. Listen for the /ü/ sound.
 - Repeat for /ü/ and the words *spoon*, *stew*, and *you*.

- You Do**
- Model how to place markers in the sound boxes on the **Sound-Spelling WorkBoard** for each sound in the word *moon*.
 - Ask children to orally blend the phonemes as you point to each marker.
 - Repeat with *grew*, *you*, and *book*.

See **Practice Book** page 189.

CORRECTIVE FEEDBACK

Model how to blend the word *zoom* using onset and rime: /z/ /üm/. Let's say the word *zoom* this way: /z/ /üm/, *zoom*. Now let's blend it: /zzzööüümmm/, *zoom*. Continue with *look*, *few*, and *you*.

Quick Check

Can children blend phonemes? If not, use Additional Instruction on pp. 376–379.

Phonics

Objective Identify words with /ü/oo; /ü/oo, ew, ou

Review Show these **Large Letter Cards** as children say the sounds: *er, ir, ur, ar*. Mix the cards and repeat.

- I Do**
- Display **Sound-Spelling Cards** *Book* and *Spoon*.
 - The letters *oo* in a word can stand for the sound in the middle of *book*. The letters *oo* can also stand for the sound in the middle of *spoon*.

- We Do**
- Write the word *book* on the board. Circle *oo*. Ask children to say /ü/ as you point to the letters.
 - This is the word *book*. Listen as I point to the letters and say the sounds in *book*: /b/ /ü/ /k/. I hear the sound /ü/ in *book*. Try it with me: /b/ /ü/ /k/, *book*.
 - Repeat with *spoon*. Explain that *oo* can stand for the /ü/ sound in *spoon* as well as the /ü/ sound in *book*.
 - Write *new* and *you* on the board. Listen to the /ü/ sound in these words. Circle *ew* and *ou*. Let's circle the letters that stand for the /ü/ sound. Tell children that *ew* and *ou* can also stand for the /ü/ sound.

- You Do**
- Write *zoo*, *new*, *you*, and *look* on the board. Model blending, sound by sound. Have children repeat.
 - Invite a volunteer to circle the letters that stand for the /ü/ or /ü/ sound in each word.

IWB Online Phonics Lessons: The /ü/ Sound; The /ü/ Sound

CORRECTIVE FEEDBACK

Write *foot* on the board. Have children circle the *oo*. This is the /ü/ sound in the middle of *foot*: /fff/ /üüü/ /t/. Let's blend *foot* together: /fffüüüt/, *foot*. Repeat with *book* and then for /ü/ with *loop*, *new*, and *you*.

Quick Check

Can children blend words with /ü/oo and /ü/oo, ew, ou? If not, use Additional Instruction on pp. 376–379.

Words to Know

► Review High-Frequency Words

Objective Read and use previously introduced high-frequency words

- Review high-frequency words introduced in Unit 5, Week 5. *Let's review words we learned before.*
- Hold up **Word Cards** *open, eyes, enough, and all* one at a time. Have children read each word.
- Have children use each word in a sentence.

► High-Frequency Words: *love, pretty, sure, eight*

Objective Read high-frequency words

- Display **Word Cards** *love, pretty, sure, and eight* in the pocket chart.
- Have children **read, spell, and write** *love*. Point to and say the word *love*. *This is the word love. It is spelled l-o-v-e. I love my parents very much.*
- Follow the same steps to introduce *pretty, sure, and eight*.
- Have children make up sentences using the words. Provide sentence starters such as *I have a very pretty ____ or I am sure that I can ____*. Write the completed sentences on the board.

CORRECTIVE FEEDBACK

Point to, say, and spell *pretty*. *This word is pretty. Point to the word and say it with me: pretty. It is spelled p-r-e-t-t-y. Spell it with me. What word did you spell? How many letters are in pretty?*

Quick Check

Can children read *love, pretty, sure, and eight*? If not, use the Additional Instruction on pp. 376–379.

► Oral Vocabulary: Nighttime Words

Objective Develop oral vocabulary

- **Define** Talk about the words *moon, sleep, darkness, and nighttime* as words that we can use to talk about what happens at night.
- **Example** Use each word in a sentence. *I like to look at the moon at night.*
- **Ask** Have children discuss something that they do at night.

► Build Fluency: Word Automaticity

Objective Improve word accuracy

Display **Reading Triumphs** page 178. Read each word in “Working with Words,” blending the sounds or saying the words as you read. Have children blend or say each word after you.

Time to Read

► Read “The Moon and Stars”

Objective Read words in connected text

- Have children read aloud “Words to Know.”
- **Choral Reading** Read the story together.
- **Independent Reading** Then have children whisper-read the story independently. Listen while children read, offering guidance as necessary.
- **Partner Reading** Finally, ask children to partner-read “The Moon and Stars.”

► Write

Objective Write letters, words, and a sentence

- Use the **Sound-Spelling WorkBoards**. Say the sounds: /ü/, /ù/, /br/, /n/, /st/, /l/, /m/, /är/, /k/, /i/, /z/, /t/. Have children write the letters or spellings. Say each word: *moon, look, stars, bright*. Have children write each word.
- Have children each write a sentence about what they see in the night sky.

ELL Have children say their sentences orally. Write each word, blending the sounds to form the word. Then share the pen with children, having them write the letters that they know.

See Grammar and Writing lessons on pages 362–363.



Reading Triumphs

Materials

- Reading Triumphs pp. 178; 180–187
- Practice Book p. 190
- Photo Cards: *blue, book, bowl, cook, goat, shoe, soup, zoo*
- Sound-Spelling WorkBoards
- Large Letter Cards or Letter Tiles: *b, c, d, e, f, h, i, k, l, m, n (2), o (2), p, r, s, t, w, y*
- Word Cards: *eight, love, pretty, sure*

- hand puppet
- markers or counters

Online Resources

- **IWB** **Interactive White Board** Comprehension Lessons
- Graphic Organizer: Fantasy and Reality Chart

Working with Words

Phonemic Awareness

Objective Identify phonemes in isolation

Read aloud the following rhyme. Then reread it and invite children to chime in with you:

The cook put a spoon into the stew
And gave a taste to me and you!

I Do Listen as the puppet says each /ü/ or /ü/ word:

cook spoon stew you cool

We Do ■ Ask children to say each of these words after you, stretching the sounds: *spoon, stew, you*.

■ Listen as I say the sounds in each word: /ssspüüünnn/, *spoon*; /ssstüüü/, *stew*; /yüüü/, *you*.

■ What sound do you hear in the middle of *spoon* and at the end of *stew* and *you*? Let's say it: /ü/.

You Do ■ Display **Photo Cards** *blue, book, bowl, cook, goat, shoe, soup, and zoo*. Have children name each card.

■ Which picture names have the /ü/ sound? Which picture names have the /ü/ sound?

■ Guide children to distinguish the two sounds. Then have volunteers offer their own choice of words with the /ü/ or /ü/ sound.

CORRECTIVE FEEDBACK

Using the sound boxes on the **Sound-Spelling WorkBoards**, model how to isolate the sounds in the word *food*. Stretch the sounds as you drag one marker onto each box. Have children repeat. Continue with *you, knew, and look*.

Quick Check

Do children recognize /ü/ and /ü/?
If not, use Additional Instruction on pp. 376–379.

Phonics

Objective Blend words with /ü/oo; /ü/oo, ew, ou

Review Show these **Large Letter Cards** as children say the sounds: *oi, oy, or, ore*. Mix the cards; repeat.

I Do ■ Use **Letter Cards** or **Letter Tiles** *m, o, o, n*.

■ Model blending. The letter *m* stands for /m/. The letters *oo* in this word stand for /ü/. The letter *n* stands for /n/. Listen as I blend all the sounds: /mmmüüünnn/, *moon*.

■ Repeat with *soon, noon, cool, and mood*.

We Do ■ Use **Letter Cards** or **Letter Tiles** *l, o, o, k*. Blend it with me: /lllöööüükk/, *look*. The letters *oo* in this word stand for /ü/.

■ Let's change the *l* in *look* to *b*. What word did we make? Let's blend the sounds together.

■ Repeat to build and blend *cook, hook, hood, stood*.

You Do ■ Guide children to change the *st* in *stood* to *w*. What sound changed to make the word *wood*?

■ Continue to have children change one or more letters to make these words. Blend and point out the appropriate /ü/ or /ü/ sound for each word:
woof wool cool pool tool took

See **Practice Book** page 190.

ELL Make the /ü/ and /ü/ sounds, point out correct mouth positions, and have children repeat. Review the meanings of words with /ü/ or /ü/ that can be shown in a concrete way. For example, ask children to look in a book, eat soup with a spoon, or pantomime other actions with /ü/ or /ü/ in their names. For more support, see pages T6–T7.

See the More Word Work lessons on page 362.

Words to Know

► High-Frequency Words: *love, pretty, sure, eight*

Objective Read high-frequency words

- Hold up the **Word Cards** one at a time: *love, pretty, sure, eight*. Have children **read, spell, and write** each word.
- Then ask children to call out each word as you point to the card. Repeat in random order at varying speeds.

CORRECTIVE FEEDBACK

Point to, say, and spell *sure*. *This word is sure. Point to the word and say it with me: sure. It is spelled s-u-r-e. Spell it with me. What word did you spell?*

Quick Check

Can children read *love, pretty, sure, and eight*? If not, use the **Additional Instruction** on pp. 376–379.

► Oral Vocabulary: Nighttime Words

Objective Develop oral vocabulary

- Tell children about something you like to do at night.
- **Define** Explain to children that *nighttime* means the time after the sun sets.
- **Example** Use *nighttime* in a sentence: *Sometimes I can hear owls hoot in the nighttime.*
- **Ask** *What do you do in the nighttime?*

► Build Fluency: Word Automaticity

Objective Improve word accuracy

Display **Reading Triumphs** page 178. Read each word in “Working with Words,” blending the sounds or saying the words as you read. Have children blend or say each word after you. Then say the words in random order. Have children point to the word you say.

Time to Read

► Read “Toys at Night”

Objective Visualize: Fantasy and reality

Before Reading Preview the story by reading aloud the title. *What might this story be about?*

- Help children set a purpose for reading: *What do you think will happen in this story? Let's find out.*

During Reading Read the story together. Use a Fantasy and Reality Chart to record children's ideas. Guide children in a choral reading, pausing to check comprehension. After page 181, ask: *What woke Drew up?* After page 183: *Why does Drew say “This can't be!”?* After page 186: *Why do you think Drew wonders if he had been dreaming?*

After Reading Tell children that as they read they can think about which events in a story are realistic and which are fantasy. *Events that can really happen are called realistic. Events that could not really happen are called fantasy.* Display **Reading Triumphs** pages 180–181. *All of the events that have happened so far could happen in the real world. They are realistic.* Display **Reading Triumphs** pages 182–183. *Could these events really happen? No, toys do not act like that. These events are fantasy.*

IWB **Online Comprehension Lessons:** Fantasy and Reality

► Comprehension Check: **Text Evidence**

Display page 187. Guide children to retell the story and use the evidence in the text and the illustrations to answer the **Think About It** questions.

► Write

Objective Write letters, words, and sentences

- Use the **Sound-Spelling WorkBoards**. Say the sounds: /ü/, /oi/, /ù/, /m/, /t/, /r/, /k/, /z/, /ch/, /dr/, /är/, /l/, /ē/. Have children write the letters and each word: *toys, march, dream, Drew, look, room.*
- Have children write about an event in “Toys at Night.”

See Grammar and Writing lessons on pages 362–363.



Reading Triumphs

Materials

- Reading Triumphs pp. 178; 180–186
- Practice Book pp. 191–192
- Sound-Spelling WorkBoards
- Large Letter Cards: *a, g, h, i, y*
- Sound-Spelling Cards: *Book, Spoon*
- Photo Cards: *balloon, cook, football, goat, house, kangaroo, soap, soup, zoo*
- Word Cards: *eight, love, pretty, sure*

- hand puppet
- markers or counters

Online Resources

- **IWB** **Interactive White Board** Comprehension Lessons
- Graphic Organizer: Fantasy and Reality Chart

Working with Words

► Phonemic Awareness

Objective Segment phonemes

Read aloud the following rhyme. Then read it again and invite children to chime in with you:

My tooth hurts and I cannot chew,
But soon it will be good as new!

- I Do** ■ Listen as the puppet says each sound in a word: /t/ /ü/ /th/, *tooth*; /ch/ /ü/, *chew*; /g/ /ü/ /d/, *good*.

- I hear /ü/ in *tooth* and *chew* and /ü/ in *good*.

- We Do** ■ Place markers in the sound boxes on the **Sound-Spelling WorkBoard** for *tooth*.
- Let's say the word *tooth* together. There are three markers to stand for three sounds: /t/ /ü/ /th/. Listen as I say each sound: /t/ /üüü/ /th/, *tooth*. Let's say the sounds in the word *tooth* again.
- Repeat with *chew, soon, new, and good*.

- You Do** ■ Have children place markers in the sound boxes for the sounds in the word *broom*, placing one marker as they say each sound.
- Have children repeat to segment other /ü/ words (*zoo, knew, loop*) and other /ü/ words (*book, hood*).

CORRECTIVE FEEDBACK

Listen as I say this word: *wood*. Now listen as I say each sound in *wood*: /w/ /ü/ /d/. What sound do you hear in the middle of *wood*? Let's say this sound together: /ü/. Repeat with *stood* and then with *grew, you, and hoot*.

Quick Check

Can children segment phonemes? If not, use the Additional Instruction on pp. 376–379.

► Phonics

Objective Blend words with /ü/oo; /ü/oo, ew, ou

Review Show each of the following **Large Letter Card** spellings as children say the long *a* and long *i* sounds: *ai, ay, igh, i, y*. Mix the spellings and repeat.

- I Do** ■ Display **Sound-Spelling Card** *Spoon*. Point out the two o's. The letters *oo* in a word can stand for /ü/. This is the sound in the middle of *spoon*.
- Write *boot* on the board. Circle *oo* as you say /ü/.
- Repeat with **Sound-Spelling Card** *Book* for the /ü/ sound spelled *oo* as in *stood, hood, and hook*.

- We Do** ■ Display **Photo Cards** *soup, zoo, and soap*. Let's name each picture. Which names have the /ü/ sound?
- Write *soup* and *zoo* on the board. Listen as I say *soup*: /sss/ /üüü/ /p/. I hear /ü/ in the middle of *soup*. What letters stand for /ü/? The letters *ou* stand for /ü/ in the word *soup*.
- Repeat with **Photo Cards** *balloon, goat, and kangaroo*. Then repeat for /ü/ with **Photo Cards** *football, cook, and house*.

- You Do** ■ Have children write *oo* on their **WorkBoards** when you say a word with the /ü/ sound spelled *oo*. Say: *shoot, found, booth, hop, noon, stoop*.
- Repeat the routine with the /ü/ sound spelled *oo*. Say the words: *wood, both, book, good, gold, took*.

► Structural Analysis

Objective Divide two-syllable words into syllables

- Write the word *shampoo* on the board. When a two-syllable word has two or more consonants in the middle, divide the word between the consonants. Draw a line between the *m* and *p* in *shampoo*: *sham/poo*.
- Guide children to divide these words into syllables: *rac/coon, book/mark, spoon/ful, bal/loon*.

Words to Know

► High-Frequency Words: *love, pretty, sure, eight*

Objective Read high-frequency words

- Display **Word Cards** *love, pretty, sure, and eight*.
- Say *love*. Have children find and spell the word aloud.
- Follow the same steps to review *pretty, sure, and eight*.

See **Practice Book** page 191.

► Oral Vocabulary: Nighttime Words

Objective Develop oral vocabulary

- **Discuss** Remind children that the words *moon, sleep, darkness, and nighttime* can be used when we talk about what happens at night. *At nighttime, the sky is dark and the moon rises.*
- **Connect** Ask children to use the words as they act out a nighttime scene.

► Build Fluency: Word Automaticity

Objective Improve word accuracy

Display **Reading Triumphs** page 178. Read each word in “Working with Words,” blending the sounds or saying the words as you read. Have children blend or say each word after you.

Reread Have children **reread** the previous story from **Reading Triumphs**. Circulate and listen in.

Time to Read

► Read “Toys at Night”

Objective Visualize: Fantasy and reality

- I Do**
- Remind children that as they read they can think about which story events are realistic and which are fantasy.
 - *As I reread “Toys at Night,” I can think about which story events could really happen. Those are realistic. I can also think about which events could not really happen. Those are fantasy.*

- We Do**
- Guide children in a rereading of “Toys at Night.”
 - Pause on page 182. *Drew sees his toys marching and he says, “This can’t be!” Why does Drew say that? Could these events really happen? Why or why not?*
 - Guide children to identify which events are realistic and which are fantasy as you continue reading the story.

- You Do**
- Have partners reread “Toys at Night” together. Tell children to think about which events are realistic and which are fantasy. Guide them to use the text evidence and to record their ideas on the Fantasy and Reality Chart.

See **Practice Book** page 192.

- ELL** Provide sentence starters to help children identify fantasy and reality in “Toys at Night”: *The boy could really _____. The toys could not really _____. For more support, see pages T6 and T7.*

IWB **Online Comprehension Lessons:** Fantasy and Reality

CORRECTIVE FEEDBACK

If children cannot identify fantasy and reality, reread a few pages of “Toys at Night” and model identifying a story element that is realistic and a story element that is fantasy.

Quick Check

Can children identify fantasy and reality? If not, use the Additional Instruction on pp. 376–379.

► Write

Objective Write letters, words, and a sentence

- Use the **Sound-Spelling WorkBoards**. Say the sounds: /ü/, /ù/, /oi/, /ē/, /m/, /t/, /är/, /pl/, /r/, /ch/, /ä/, /z/, /d/. Have children write the letters and each word: *toys, march, play, read, room, took*.
- Have children write a fantasy sentence about what their toys might do at night.

See Grammar and Writing lessons on pages 362–363.



Reading Triumphs

Materials

- Reading Triumphs pp. 178; 180–186
- Large Letter Cards: *a, b, d, e, g, i, k, l, n, o (2), p, r, s, t, u, w, y, z*
- Letter Tiles
- Word Cards: *eight, love, pretty, sure*
- Sound-Spelling WorkBoards
- hand puppet

Working with Words

► Phonemic Awareness

Objective Identify phonemes in isolation

Read aloud the following rhyme. Then reread it and invite children to chime in with you:

My tooth hurts and I cannot chew,
But soon it will be good as new!

- I Do**
- Use the puppet to model how to isolate sounds.
 - Listen as the puppet slowly says *tooth, chew, soon, new, and good*. Listen for the /ü/ and /ü/ sounds.

- We Do**
- Ask children to say each word slowly after you: *tooth, chew, soon, new, good*.
 - What sound do you hear in the middle of *good*? Do you hear the /ü/ sound? Ask children to name other words that have the /ü/ sound.
 - What sound do you hear at the end of *chew*? Do you hear /ü/? Let's name other words with /ü/.

- You Do**
- Tell children that you will say some words. Ask children to say the words with /ü/ after you. Say these words: *mouse, moon, hoot, crow, you, threw*.
 - Repeat the routine for /ü/ with *low, loop, joy, noon*; and for /ü/ with *brook, round, wood, bone*.

ELL Make the /ü/ sound, point out correct mouth position, and have children repeat. Do the same for the /u/ sound. Have children say minimal contrast word pairs *book/buck, look/luck*, and *took/tuck*. Then make the /ü/ sound, point out correct mouth position, and have children repeat. Do the same for the /ē/ sound. Have children say minimal contrast word pairs *moon/mean, tooth/teeth, true/tree*, and *threw/three*. For more support, see pages T6–T7.

► Phonics

Objective Blend words with /ü/oo; /ü/oo, ew, ou

Review Show these **Large Letter Cards** as children say the sounds: *ar, oi, oy*. Mix the cards and repeat.

- I Do**
- Use **Letter Cards** or **Letter Tiles** *g, o, o, d*. Model blending.
 - The letter *g* stands for /g/. The letters *oo* can stand for /ü/. The letter *d* stands for /d/. Listen as I blend these sounds: /güüüd/, *good*. Say it with me: *good*.
 - Repeat with *goo, zoo, and too*. Point out that *oo* can stand for the /ü/ sound and the /ü/ sound.

- We Do**
- Let's add *t* to the end of *too*. What word did we make? Let's blend the sounds: /tüüüüüü/, *tool*.
 - Now let's add *s* to the beginning of *tool*. What word did we make? Let's blend: /ssstüüüüüü/, *stool*.

- You Do**
- Guide children to change the *t* in *stool* to *p*. What word did you make? Blend the sounds in this word.
 - Now change the *l* in *spool* to *n*. What word did you make? Blend the sounds in this word.
 - Have children continue to change letters to make *stoop, stew, grew, group, and droop*.

See the More Word Work lessons on page 362.

CORRECTIVE FEEDBACK

Give four children **Letter Cards** *p, o, o, l*. Model blending *pool*. Have the two children holding *o, o* say /ü/ and write *oo*. Have other children say /ü/. Repeat for initial *p* and final *l*, blending /püüü/ and then /püüüüüü/. Continue the routine with *blew, you*, and *look*.

Quick Check

Can children blend words with /ü/oo; /ü/oo, ew, ou? If not, use the Additional Instruction on pp. 376–379.

Words to Know

► High-Frequency Words: *love, pretty, sure, eight*

Objective Read high-frequency words

- Place **Word Cards** *love, pretty, sure, and eight* facedown.
- Tell children that you will turn over the **Word Cards** one at a time for them to read.
- Turn over the cards one at a time and have children chorally call out each word.
- Mix and repeat.

CORRECTIVE FEEDBACK

Point to, say, and spell *eight*. *This word is eight. Point to the word and say it with me: eight. It is spelled e-i-g-h-t. Spell it with me. What word did you spell?*

Quick Check

Can children read *love, pretty, sure, and eight*? If not, use the Additional Instruction on pp. 376–379.

► Oral Vocabulary: Nighttime Words

Objective Develop oral vocabulary

- **Confirm** Remind children that the words *moon, sleep, darkness, and nighttime* can be used when we talk about what happens at night.
- **Discuss** Talk about other nighttime words, such as *dream* and *stars*.
- **Connect** Have children use the words as they talk about something that happened to them at night.

For Additional Instruction, see pages 376–379.

► Build Fluency: Word Automaticity

Objective Improve word accuracy

Display **Reading Triumphs** page 178. Read each word in “Working with Words,” blending the sounds or saying the words as you read. Have children blend or say each word after you. Reread each row, asking children to echo-read.

Reread Have children **reread** the previous story from **Reading Triumphs**. Circulate and listen in.

Time to Read

► Read “Toys at Night”

Objective Visualize: Fantasy and reality

I Do **Before Reading** Tell children that as you read “Toys at Night” again, they can try to visualize the story events in their minds. *We can try to picture in our minds, or visualize, the events in a story. Visualizing a story event can help us identify if the event is realistic or fantasy.*

We Do **During Reading** Reread the story together, pausing as needed to support children’s comprehension. Model visualizing story events. On page 182, say: *We can visualize the toys marching and singing. Let’s try to picture in our minds the toys’ legs and arms moving as they march. Let’s try to picture their mouths opening as they sing. This helps us understand that these events are fantasy.*

You Do **After Reading** Have pairs of children reread the story together. Prompt partners to visualize and describe story events to one another.

► Build Fluency: Connected Text

Objective Model fluency

Partner-Read Have children read “Toys at Night” with a partner. Encourage children to read with expression.

► Write

Objective Write letters, words, and a story

- Use the **Sound-Spelling WorkBoards**. Say the sounds: /ù/, /ü/, /z/, /t/, /k/, /fl/, /n/, /oi/, /b/, /m/. Have children write the letters. Say each word: *toys, moon, book, flew*. Have children write each word.
- Have children write a one- or two-sentence fantasy story.

See the Writing lessons on page 363.



Reading Triumphs

Materials

- Reading Triumphs pp. 180–186
- Take-Home Book; Practice Book pp. 193–194
- Listening Library
- Assessment Book
- Photo Cards: *balloon, bike, boot, car, cook, egg, hook, kangaroo, moon, soup, toothbrush, umbrella, zoo*

- Large Letter Cards or Letter Tiles: *b, c, d, e, f, g, h, l, m, n (2), o (2), p, r, s, t, u, w, y*
- Comprehension Cards

Online Resources

- Bibliography

Working with Words

► Phonemic Awareness

Objective Review phonemes

- I Do**
- Display **Photo Card** *soup*. Listen as I say a word in parts: /s/ /ü/ /p/. I can blend these sounds: /sssüüüp/. Say it with me: *soup*.
 - The sound in the middle of *soup* is /ü/.
 - Repeat this procedure with **Photo Cards** *boot* and *moon*.
 - Then repeat this procedure for the /ü/ sound with **Photo Cards** *cook* and *hook*.

- We Do**
- Spread out **Photo Cards** *balloon, bike, car, egg, kangaroo, toothbrush, umbrella, and zoo* on a desk or table.
 - Let's look at these pictures. Some of these picture names have the /ü/ sound.
 - Have a volunteer choose a card and name the picture. Segment and blend the word with children. Does this word have the /ü/ sound?
 - Repeat until all cards have been selected.

- You Do**
- Place **Photo Cards** *balloon, bike, car, egg, kangaroo, moon, toothbrush, umbrella, and zoo* facedown.
 - Have children take turns turning over one card and naming the picture. If the picture name has the /ü/ sound, ask children to segment and blend the word and then suggest another word with /ü/. However, children can only suggest a word once.
 - Make a list of the words children suggest. When they cannot think of any more /ü/ words, count the words in the list.
 - Have children review /ü/ by listing rhyming words for *hook* and *wood*.

► Phonics

Objective Review blending words with /ü/oo; /ü/oo, ew, ou

- I Do**
- Use **Letter Cards** or **Letter Tiles** *h, o, o, d*.
 - Listen as I blend the sounds that these letters stand for: /hüüüd/, *hood*.
 - Repeat with **Letter Cards** or **Letter Tiles** *w, s, t, and g*. Build and blend the words *wood, stood, and good*.

- We Do**
- Display **Photo Card** *moon*.
 - Use **Letter Cards** or **Letter Tiles** *m, o, o, n*.
 - Let's blend the sounds together: /mmmüüünnn/, *moon*.
 - Repeat to build and blend *mood, food, fool, and foot*. Review that the spelling *oo* can stand for the /ü/ sound and the /ü/ sound.

- You Do**
- Help children use **Letter Cards** or **Letter Tiles** to build words with /ü/. Guide children as necessary about which spelling to use for each word. Use these words: *cool, noon, too, bloom, grew, blew, few, you, soup, group*.
 - Have children blend the sounds to read each word.

Words to Know

► High-Frequency Words: *love, pretty, sure, eight*

Objective Review high-frequency words

- Say each high-frequency word, one at a time: *love, pretty, sure, eight*.
- Have children spell and write each word.
- Have children write a sentence using at least one of the high-frequency words.
- Have partners share their sentences and then read each other's sentence aloud.

ELL Model using each word in a sentence. For more support, see pages T6 and T7.

Time to Read

► Read Take-Home Book

Objective Review visualize: Fantasy and reality

- Reread and review "Toys at Night" using the **Listening Library** audio selection. Then read the **Take-Home Book** story together with children.
- Have children whisper-read the **Take-Home Book** story independently. Listen while children read, offering guidance as necessary.
- Prompt children to visualize story events and to identify fantasy and reality.

See **Practice Book** pages 193–194.

► After Reading

Have children work with partners to respond to "Toys at Night" and the **Take-Home Book** story. Guide partners to discuss which story events were realistic and which were fantasy. *What could really happen? What could not really happen?*

CORRECTIVE FEEDBACK

Reread a few pages of the **Take-Home Book** story and model identifying a story element that is realistic and a story element that is fantasy.

Quick Check

Can children identify fantasy and reality? If not, use the Additional Instruction on pp. 376–379.

► Build Fluency: Connected Text

Objective Increase reading speed

- Review the **Take-Home Book** story, pointing out the punctuation marks in the text. Have pairs of children take turns reading aloud the story to each other.
- Guide children to read aloud the story with appropriate expression, pausing and stopping where the punctuation marks dictate.

► Writing

Objective Write and share simple sentences

- Have children write a sentence about a fantasy event and a sentence about a realistic event in the **Take-Home Book** story.
- Encourage children to use high-frequency words and words with /ü/ and /ü/.
- Have children share their sentences with partners.

See the Writing lessons on page 363.

Invite children to read the **Take-Home Book** story to their family and friends.

► Self-Selected Reading

Objective Read independently

Have children select books to read on their own. See the Online Bibliography for suggested titles.

Weekly Assessment

Have children complete the Weekly Assessment on **Assessment Book** pages 184–187.

Fluency Use the passage on **Assessment Book** pages 46–47.

Lesson 1

Grammar
Subjects/Predicates

Writing
Shared Writing

Lesson 2

More Word Work
Vowel Digraph /ü/

Grammar
Subjects/Predicates

Writing
Interactive Writing

Lesson 3

Grammar
Mechanics

Writing
Trait: Sentence Fluency
Independent Writing:
Focus and Plan,
Prewrite and Draft

Lesson 4

More Word Work
Word Sort

Writing
Independent Writing:
Revise and Edit

Lesson 5

Writing
Independent Writing:
Publish and Present

More Word Work

Materials

- large index cards with *blue, clue, cook, flew, grew, pool, soup, spoon, stew, stool, true, wood, you* and **spelling words** *book, group, knew, moon, room*
- pocket chart

► Vowel Digraph /ü/ue, oo, ew, ou

Objective Blend words with /ü/ue, oo, ew, ou

- Write: *due, blue, and true*. Point to the letters as you pronounce *due*. Listen as I say *due*: /düüü/. Circle the *ue* in *due*. I notice that the letters *ue* can stand for the sound /ü/. Repeat for *blue* and *true*. Then have children chorally pronounce all the words.
- Review that the letters *oo, ew, and ou* can also stand for the /ü/ sound. Write: *cool, food, grew, and group*. Point to the letters as you say each word. Listen: /küüülll/, /fffüüüd/, /grrrüüü/, /grrrüüüp/.
- Write *raccoon* and *argue*. I will clap out the syllables as I say the words: *rac-coon*. *Raccoon* has two syllables, or word parts. Each syllable in a word has one vowel sound. Circle the first syllable: *rac*. Listen: /rak/. Then circle the second syllable: *coon*. Listen: /küüünnn/. Notice the /ü/ sound in this syllable. Say the word with me: /rrrraaak/ /küüünnn/. Repeat for *argue*. Have children chorally say the words.

► Word Sort: /ü/ue, oo, ew, ou; /ü/oo

Objective Sort words with /ü/ue, oo, ew, ou; /ü/oo

- Place the cards for *book, blue, room, knew, and group* in five columns in the pocket chart. Point to the letters as you pronounce the words.
- Hold up the card for *true*. Point to the letters as you say the word: /trrrrüüü/, *true*. Model placing the card for *true* under *blue*. Repeat for other cards. Have children sort the cards by /ü/oo and by /ü/ spellings (*ue, oo, ew, ou*) and then chorally read the words.

Grammar

► Subjects and Predicates

Objective Understand subjects and predicates

- Remind children that the subject of a sentence is who or what the sentence is about. The verb in a sentence tells what the person or thing is doing.
- Write and read aloud this sentence: *Drew was sad*. Explain that sentences have two parts. One part is the subject, and the other part is the predicate.
- Tell children that the subject is the naming part of the sentence. It tells who or what the sentence is about. *Who is the sentence about? (Drew)*
- Explain that the predicate is the part of the sentence that tells what the subject is or what it does. The predicate includes the verb of the sentence. Underline *was sad* in the sentence. *Was sad is the predicate.*
- Write and read aloud these sentences:
1. *The cat runs into the room.* 2. *Drew is reading in the room.* 3. *The cat sits next to Drew.* 4. *Drew pets the cat's back.* 5. *The cat is happy.*

Have children identify the subject in the first sentence. Circle the subject. Have children identify the predicate in the sentence. Underline the predicate. Then ask children to identify the verb in the sentence. Place a checkmark over the verb. Repeat for the other sentences. Have children chorally read the sentences.

► Mechanics: Sentence Punctuation

- Explain that pauses and stops in sentences are indicated by punctuation marks such as commas, periods, question marks, and exclamation marks.
- Write and read aloud: *Did you read the book? Today, I finished it. What a great book!* Have children identify the punctuation marks.
- Review the commas that appear in a friendly letter: in the date and in the greeting and closing.

Writing

Personal Narrative: Letter

Objective Compose a letter

► Shared Writing

- Discuss with children how Drew must have felt when his toys came to life in the story “Toys At Night.” Ask children how they would feel if their toys came to life.
- Tell children that they will suppose that one of their toys came to life. They will be writing a letter to a friend to tell her or him about their experiences.
- Remind children that they will be telling about a make-believe experience.
- Have children tell about the toys they own or would like to own. Ask them to describe what a particular toy might say or do if it came to life. List children’s responses.
- Use children’s responses to write sample sentences: *My stuffed bear, Mr. Blue, jumped on my bed.*
- Point out the subjects and predicates in the sentences.

► Interactive Writing

- Ask children to think of what they want to tell their friend about what happened. Record children’s responses.
- Pick an idea to write about, such as a robot that comes to life.
- Model sentences by writing from the suggestions: *You won’t believe what happened. My robot started talking to me.*
- Once a sentence is generated, repeat it several times for children. Have children share the pen to help write words or add a punctuation mark. Repeat with more sentences.

► Writing Trait: Sentence Fluency

- Tell children that good writers think about how their writing sounds. They take time to make their writing sound good.
- Explain that good writers check their writing by reading it aloud. If it doesn’t sound right they make changes.

- Write and read aloud these sentences:
 1. *To the beach, I want to go with my mom. It’s warm there.*
 2. *I want to go to the beach with my mom. It’s warm at the beach.*

Ask children which sentences sound better.

► Independent Writing

Focus and Plan

- Have children think about what their toys might say or do if they came to life.

Prewrite and Draft

- Ask children to draw pictures to show how their toys might act. Have them draw speech balloons and write what they might say.
- Then tell children to draft three sentences to describe to a friend what their toys did and said.
- Remind children to use a friendly letter format which includes the date, greeting, body, and closing.

Revise and Edit

- Ask children to check the sentences in their letters. Have them decide if their sentences express how they felt when their toys came to life.
- Have children work with a partner and read each other’s letters. *Do the sentences in your partner’s letter sound good?*
- Ask children to check their words to see if they used the correct capitalization and punctuation for their letters.

ELL Have children make a drawing to show a toy they would want to come alive. Write: *My _____ came to life. It said _____.* Guide them in completing the sentence frames. Help children write the sentences in a friendly letter format.

Publish and Present

- Have partners take turns reading their letters to the class.
- Create a class Toys book.



Reading Triumphs

Materials

- Reading Triumphs pp. 188–189
- Practice Book p. 195
- Sound-Spelling WorkBoards
- Large Letter Cards: *o, u, w*
- Sound-Spelling Card: *Straw*
- Word Cards: *carry, eight, four, love, nothing, over, pretty, sure*

- hand puppet
- markers or counters
- pocket chart

Online Resources

- **IWB** Interactive White Board Phonics Lessons

Working with Words

Phonemic Awareness

Objective Blend phonemes

Read aloud the following rhyme. Then reread it and invite children to chime in with you:

I caught a kitten by its paw,
Because I knew it had no claw.

I Do Listen as the puppet says some words from the rhyme sound by sound and then strings together these sounds: /p/ /ô/, /pôôô/, *paw*; /k/ /ô/ /t/, /kôôô/, *caught*.

- We Do**
- Tell children that the words *paw* and *caught* have the /ô/ sound.
 - Say the words *paw* and *caught* again. Let's say these words together: *paw*, /p/ /ô/; *caught*, /k/ /ô/ /t/. Listen for the /ô/ sound.
 - Repeat with *claw/cause*, *talk/walk*, and *yawn/fault*.

- You Do**
- Model how to place markers in the sound boxes on the **Sound-Spelling WorkBoard** for *paw*.
 - Ask children to orally blend the phonemes as you point to each marker.
 - Repeat with *chalk*, *author*, and *crawl*.

See **Practice Book** page 195.

CORRECTIVE FEEDBACK

Model blending the word *lawn* using onset and rime. Let's say the word *lawn* together this way: /l/ /ôôônnn/, *lawn*. Now let's blend it: /lllôôônnn/, *lawn*. Continue with *claw*, *salt*, and *fault*.

Quick Check

Can children blend phonemes? If not, use the Additional Instruction on pp. 376–379.

Phonics

Objective Blend words with /ô/au, aw, al

Review Show the following **Large Letter Card** pairs as children say each sound: *ou, ow*. Mix the spellings and repeat.

- I Do**
- Display **Sound-Spelling Card** *Straw*.
 - The letter pairs *au* and *aw* can stand for the sound /ô/. The letter pair *al* can also stand for /ô/. This is the sound in *straw*. Listen: /str/ /ô/, *straw*.
 - Repeat with the words *walk*, *draw*, and *fault*.

- We Do**
- Write the word *straw* on the board. Circle *aw* in *straw*. Have children chorally say /ô/ as you point to the letters. The letters *aw* together in a word make one sound, the /ô/ sound.
 - Listen as I point to the letters and say the sounds in *straw*: /str/ /ô/. I hear the /ô/ sound at the end of *straw*. Try it with me: /str/ /ô/, *straw*.
 - Repeat the procedure with *crawl*, *vault*, and *chalk*.

You Do Model blending these words, sound by sound. Then have children repeat.

caw	claw	hawk	fault
talk	saw	lawn	crawl
fawn	raw	law	walk

IWB Online Phonics Lessons: The /ô/ Sound

CORRECTIVE FEEDBACK

Write *draw* on the board. Have children circle the *aw*. This is the /ô/ sound at the end of *draw*: /d/ /rrr/ /ôôô/. Let's blend *draw* together: /drrrôôô/, *draw*. Repeat with *walk* and *fault*.

Quick Check

Can children blend words with /ô/au, aw, al? If not, use the Additional Instruction on pp. 376–379.

Words to Know

► Review High-Frequency Words

Objective Read and use previously introduced high-frequency words

- Review high-frequency words introduced in Unit 6, Week 1. *Let's review words we learned before.*
- Hold up **Word Cards** *love, pretty, sure, and eight* one at a time. Have children read each word.
- Have children use each word in a sentence.

► High-Frequency Words: *four, nothing, carry, over*

Objective Read high-frequency words

- Display **Word Cards** *four, nothing, carry, and over* in the pocket chart.
- Have children **read, spell, and write** *four*. Point to and say *four*. *This is the word four. It is spelled f-o-u-r. I have four books.*
- Follow the same steps to introduce *nothing, carry, and over*.
- Have children make up sentences using the words. Provide sentence starters and frames such as *There is nothing better than _____ or I carry my _____ every day*. Write the completed sentences on the board.

CORRECTIVE FEEDBACK

Point to, say, and spell *four*. *This word is four. Point to the word and say it with me: four. It is spelled f-o-u-r. Spell it with me. What word did you spell? The first sound in four is /f/. The first letter is f.*

Quick Check

Can children read *four, nothing, carry, and over*? If not, use the Additional Instruction on pp. 376–379.

► Oral Vocabulary: Animal Words

Objective Develop oral vocabulary

- **Define** Talk about the words *paws, beaks, hunter, and prey* as words that we can use when we talk about animals.
- **Example** Use each word in a sentence. *Cats have paws.*
- **Ask** Have children name animals they know that have paws or beaks, or like to hunt.

► Build Fluency: Word Automaticity

Objective Improve word accuracy

Display **Reading Triumphs** page 188. Read each word in “Working with Words,” blending the sounds or saying the words as you read. Have children blend or say each word after you.

Time to Read

► Read “Four Cubs”

Objective Read words in connected text

- Have children read aloud “Words to Know.”
- **Choral Reading** Read the story together.
- **Independent Reading** Then have children whisper-read the story independently. Listen while children read, offering guidance as necessary.
- **Partner Reading** Finally, ask children to partner-read “Four Cubs.”

► Write

Objective Write letters, words, and a sentence

- Use the **Sound-Spelling WorkBoards**. Say the sounds: /ô/, /m/, /f/, /ü/, /j/, /ë/, /d/, /t/, /l/. Have children write the letters. Say each word: *eat, jaw, food, meal*. Have children write each word.
- Have children write a sentence about the four cubs.

ELL Model writing each word, blending the sounds to form the word. Then share the pen with children, having them write the letters that they know.

See Grammar and Writing lessons on pages 374–375.



Reading Triumphs

Materials

- Reading Triumphs pp. 188; 190–197
- Practice Book p. 196
- Sound-Spelling WorkBoards
- Large Letter Cards: *a, b, c, d, f, g, h, i, k, l, n, o (2), r, s, t, u, w*
- Letter Tiles
- Word Cards: *carry, four, nothing, over*

- hand puppet
- markers or counters

Online Resources

- **IWB** **Interactive White Board** Comprehension Lessons
- Graphic Organizer: Make Inferences Chart

Working with Words

► Phonemic Awareness

Objective Identify phonemes in isolation

Read aloud the following rhyme. Then reread it and invite children to chime in with you:

I caught a kitten by its paw,
because I knew it had no claw.

I Do Listen as the puppet says each word slowly. All the words have the /ô/ sound:

caught paw claw talk

We Do ■ Ask children to say each word after you, stretching the sounds: *caught, paw, claw, talk*.

■ Listen as I say the sounds in each word: /k/ /ôôô/ /t/, *caught*; /p/ /ôôô/, *paw*; /k/ /lll/ /ôôô/, *claw*; /t/ /ôôô/ /k/.

■ What sound do you hear in the middle of *caught* and *talk*? What sound do you hear at the end of *paw* and *claw*? Let's say it together: /ô/.

You Do ■ Tell children that you will say three words. Listen for the /ô/ sound. Say these words: *go, walk, law*.

■ Which words have the /ô/ sound?

■ Repeat with *raw, rain, halt* and *pay, paw, draw*.

CORRECTIVE FEEDBACK

Using the sound boxes on the **Sound-Spelling WorkBoards**, model isolating the sounds in *crawl*. Stretch the sounds as you drag one marker onto each box. Have children repeat. Continue with *walk* and *fault*.

Quick Check

Do children recognize /ô/? If not, use the Additional Instruction on pp. 376–379.

► Phonics

Objective Blend words with /ô/au, aw, al

Review Show the following **Large Letter Card** spellings as children say the sounds: *ar, ir, or*. Mix the spellings and repeat.

I Do ■ Use **Letter Cards** or **Letter Tiles** *r, a, w*.

■ Model blending. The letter *r* stands for /r/. The letters *aw* stand for /ô/. Listen as I blend all the sounds together: /rrrôôô/, *raw*.

■ Repeat with *fault, lawn*, and *talk*.

We Do ■ Blend *lawn*: /lllôôônnn/. Blend it with me.

■ Let's change the *l* in *lawn* to *y*. What word did we make? Let's blend the sounds together.

■ Repeat to build and blend *fawn, dawn*, and *drawn*.

You Do ■ Guide children to take away the *n* in *drawn*. What word did you make? What sounds changed to make the word *drawn*?

■ Continue to have children build and blend words. Change letters to make each of these /ô/ words:

drawl crawl scrawl shawl hawk haul

See **Practice Book** page 196.

ELL Make the /ô/ sound, point out correct mouth position, and have children repeat. Review the meanings of words with /ô/ that can be shown in a concrete way. For example, ask children to walk and talk, tell what they saw, or do other actions with /ô/ in their name. For more support, see pages T6–T7.

See the More Word Work lessons on page 374.

Words to Know

► High-Frequency Words: *four, nothing, carry, over*

Objective Read high-frequency words

- Hold up the **Word Cards** one at a time: *four, nothing, carry, over*. Have children **read, spell, and write** each word.
- Have children call out each word as you point to it. Repeat in random order at varying speeds.

CORRECTIVE FEEDBACK

Point to, say, and spell *nothing*. *This word is nothing. Point to the word and say it with me: nothing. It is spelled n-o-t-h-i-n-g. Spell it with me. What word did you spell?*

Quick Check

Can children read *four, nothing, carry, and over*? If not, use the **Additional Instruction** on pp. 376–379.

► Oral Vocabulary: Animal Words

Objective Develop oral vocabulary

- Tell children some animals hunt for prey.
- **Define** Explain that *prey* is any creature that another animal hunts for food.
- **Example** Use *prey* in a sentence: *The tiger chased its prey.*
- **Ask** Have children act out hunting for prey.

► Build Fluency: Word Automaticity

Objective Improve word accuracy

Display **Reading Triumphs** page 188. Read each word in “Working with Words,” blending the sounds or saying the words as you read. Have children blend or say each word after you. Then say the words in random order. Have children point to each word you say.

Time to Read

► Read “Paws and Claws”

Objective Visualize: Make inferences

Before Reading Preview the selection by reading aloud the title. *What might this selection be about?*

- Help children set a purpose for reading: *What do you think we will learn? Let’s find out.*
- Have children read aloud “Words to Know.”

During Reading Read the selection together. Use a Make Inferences Chart to record children’s ideas. Guide children in a choral reading, pausing to check comprehension. After page 191, ask: *What does the big cat use to catch its prey?* After page 193: *How does the hawk use its claws?*

After Reading Remind children that they can make inferences about the details that the author did not state. *We can use the information in the text to make inferences and figure out the details that are not stated in the text.* Display **Reading Triumphs** pages 190–191. *The text tells us that the big cat uses its claws to catch food. The text says that the big cat licks its paws clean. We can make the inference that the big cat licks its claws to clean what is left of the prey it caught.*

IWB **Online Comprehension Lessons:** Make Inferences

► Comprehension Check: **Text Evidence**

Display page 197. Guide children to retell the selection. Have them use the evidence in the text and the photographs to answer the **Think About It** questions.

► Write

Objective Write letters, words, and a sentence

- Use the **Sound-Spelling WorkBoards**. Say the sounds: /ô/, /ē/, /z/, /kl/, /p/, /k/, /b/. Have children write the letters and each word: *paws, claws, beak*.
- Have children a sentence about one of the animals in “Paws and Claws.”

See Grammar and Writing lessons on pages 374–375.



Reading Triumphs

Materials

- Reading Triumphs pp. 188; 190–196
- Practice Book pp. 197–198
- Sound-Spelling WorkBoards
- Large Letter Cards: *g, h, i, n, y*
- Sound-Spelling Card: *Straw*
- Photo Cards: *astronaut, ball, bowl, cow, game, hook, shell, sock, strawberry*
- Word Cards: *carry, four, nothing, over*
- Comprehension Cards
- hand puppet • markers or counters

Online Resources

- **IWB** **Interactive White Board** Comprehension Lessons
- Graphic Organizer: Make Inferences Chart

Working with Words

► Phonemic Awareness

Objective Segment phonemes

Read aloud the following rhyme. Then read it again and invite children to chime in with you:

When the sun comes up at dawn,
I crawl out of bed and yawn.

- I Do**
- Listen as the puppet says each sound in a word: /d/ /ô/ /n/, dawn; /ch/ /ô/ /k/, chalk.
 - Point out the /ô/ sound in each word.

- We Do**
- Place markers in the sound boxes on the **Sound-Spelling WorkBoard** for *stalk*.
 - Let's say the word *stalk* together. There are four markers to stand for four sounds: /s/ /t/ /ô/ /k/. Listen as I say each sound: /sss/ /t/ /ôôô/ /k/, *stalk*. Let's say the sounds in the word *stalk* again.
 - Repeat with *fall, fault, and straw*.

- You Do**
- Have children place markers in the sound boxes for the sounds in the word *shawl*, placing one marker as they say each sound.
 - Have children repeat to segment other /ô/ words, such as *all, halt, draw, and vault*.

CORRECTIVE FEEDBACK

Listen as I say this word: *fault*. Now listen as I say each sound in *fault*: /f/ /ô/ /l/ /t/. What sound do you hear in the middle of *fault*? Let's say this sound together: /ô/. Repeat with *wall, salt, and claw*.

Quick Check

Can children segment phonemes? If not, use the Additional Instruction on pp. 376–379.

► Phonics

Objective Blend words with /ô/au, aw, al

Review Show the following **Large Letter Card** letters and spellings as children say the long *i* sound: *i, igh, y*. Mix the spellings and repeat.

- I Do**
- Display **Sound-Spelling Card** *Straw*.
 - The letters *aw* together in a word can stand for the /ô/ sound. This is the sound at the end of *straw* and *paw*.
 - Write *crawl* on the board. Draw a line under the letters *aw* as you say the sound /ô/.
 - Repeat for /ô/au with *cause, author* and for /ô/al with *chalk, talk*.

- We Do**
- Display **Photo Cards** *astronaut, shell, and sock*.
 - Let's name each picture: *astronaut, shell, sock*. Which name has the /ô/ sound?
 - Write *astronaut* on the board. Circle the letters *au*.
 - The *au* spelling in *astronaut* stands for /ô/.
 - Repeat the routine with **Photo Cards** *hook, strawberry, cow* and then *bowl, game, ball*.

- You Do**
- Have children write *aw* on their **WorkBoards** when you say a word with the /ô/ sound. Say: *hawk, home, paw, pain, so, saw, sad, shawl, shine*.

► Structural Analysis

Objective Read two-syllable words

- Explain that syllables are word parts. Listen as I clap to show how many syllables are in words.
- Write *fault* and *faulty* on the board. Say *fault* as you clap once. Say the word again, having children clap with you. Continue with *faulty*.
- Repeat with *draw* and *drawing*.

Words to Know

► High-Frequency Words: *four, nothing, carry, over*

Objective Read high-frequency words

- Display **Word Cards** *four, nothing, carry, and over*.
- Say the word *four*. Have children find and spell the word aloud.
- Follow the same steps to review *nothing, carry, and over*.

See **Practice Book** page 197.

► Oral Vocabulary: Animal Words

Objective Develop oral vocabulary

- **Discuss** Remind children that *paws, beaks, hunter, and prey* are words that we can use when we talk about animals. *Big cats are great hunters.*
- **Connect** Ask children to act out being an animal with a beak.

► Build Fluency: Word Automaticity

Objective Improve word accuracy

Display **Reading Triumphs** page 188. Read each word in “Working with Words,” blending the sounds or saying the words as you read. Have children blend or say each word after you.

Reread Have children **reread** the previous story from **Reading Triumphs**. Circulate and listen in.

Time to Read

► Read “Paws and Claws”

Objective Visualize: Make inferences

- **I Do** ■ Remind children that as they read they can use the information in the text to make inferences about what the author did not state.
- *As I reread “Paws and Claws,” I can use the information to make inferences and figure out what is not stated in the text.*

- **We Do** ■ Guide children in a rereading of “Paws and Claws.” Pause on page 192. *The text tells us that the bear climbs the tree to get food. It also tells us that sharp claws help the bear get up the tree. We can use this information to make an inference that the bear digs its sharp claws into the tree as it climbs.*

- **You Do** ■ Have partners reread “Paws and Claws” together. Tell children to use the text to make inferences about the information that is not stated. Guide them to record their ideas on the Make Inferences Chart.

See **Practice Book** page 198.

- **ELL** Provide sentence starters to help children make inferences about the information in “Paws and Claws”: *The text says that _____. This helps me figure out that _____. For more support, see pages T6 and T7.*

IWB **Online Comprehension Lessons:** Make Inferences

CORRECTIVE FEEDBACK

If children cannot make inferences, use

Comprehension Cards: Make Inferences.

Quick Check

Can children make inferences? If not, use Additional Instruction on pp. 376–379.

► Write

Objective Write letters, words, and captions

- Use the **Sound-Spelling WorkBoards**. Say these sounds: /ô/, /ü/, /kl/, /kr/, /d/, /f/, /l/. Have children write the letters. Say each word: *claw, food, crawl*. Have children write each word.
- Have children draw an animal with claws. Then have them write a caption about how that animal uses its claws.

See Grammar and Writing lessons on pages 374–375.



Reading Triumphs

Materials

- Reading Triumphs pp. 188; 190–196
- Large Letter Cards: *a, b, d, e (2), f, g, j, l (2), n, r, s, t, u, w, y*
- Letter Tiles
- Word Cards: *carry, four, nothing, over*
- hand puppet

Working with Words

► Phonemic Awareness

Objective Identify phonemes in isolation

Read aloud the following rhyme. Then reread it and invite children to chime in with you:

When the sun comes up at dawn,
I crawl out of bed and yawn.

- I Do**
- Use the puppet to model how to isolate sounds.
 - Listen as the puppet slowly says *dawn, crawl, and yawn*. Listen for /ô/ in the middle of each word.

- We Do**
- Ask children to say each word slowly after you: *dawn, crawl, yawn*.
 - What sound do you hear in the middle of each word? Do you hear the /ô/ sound?
 - Say the word *paw*. What sound do you hear at the end of *paw*? Listen: /pôôô/, *paw*. What sound is it?
 - Repeat this procedure for *call, halt, and vault*.

- You Do**
- Tell children that you will say three words. Ask children to listen for words with /ô/. Say these words: *sauce, sound, saw*.
 - Which words have the /ô/ sound?
 - Repeat with *jaw, fan, fault* and *hound, haunt, hawk*.

- ELL** Make the /ô/ sound, point out correct mouth position, and have children repeat. Do the same for the /u/ sound. Have children practice saying minimal contrast word pairs *balk/bulk, fawn/fun, and talk/tuck*. For more support, see pages T6–T7.

► Phonics

Objective Blend words with /ô/au, aw, al

Review Show the following **Large Letter Card** spellings as children say the long e sound: *e, ea, ee, y ey*. Mix the spellings and repeat.

- I Do**
- Use **Letter Cards** or **Letter Tiles** *d, a, w, n*. Model blending.
 - The *d* stands for /d/. The letters *aw* stand for /ô/. The *n* stands for /n/. Listen as I blend these sounds: /dôôônnn/, *dawn*. Say it with me: *dawn*.
 - Repeat with *walk, fault, and lawn*.

- We Do**
- Let's take away the *n* at the end of *lawn*. What word did we make? Let's blend the sounds: /lllôôô/, *law*.
 - Now let's change the *l* in *law* to *r*. What word did we make? Let's blend the sounds: /rrrôôô/, *raw*.

- You Do**
- Guide children to change the *r* in *raw* to *s*. What word did you make? Blend the sounds in this word.
 - Change the *s* in *saw* to *dr*. What word did you make? Blend the sounds in this word.
 - Change the *dr* in *draw* to *j*. Have children continue to change letters to make *jaw, gnaw, and flaw*.

See the More Word Work lessons on page 374.

CORRECTIVE FEEDBACK

Give four children **Letter Cards** *y, a, w, n*. Model blending *yawn*. Have the two children with *a, w* say /ô/ and write *aw*. Have other children say /ô/. Repeat for initial *y* and final *n*, blending /yyyôôô/ and then /yyyôôônnn/. Repeat with *chalk* and *fault*.

Quick Check

Can children blend sounds in words with /ô/au, aw, al? If not, use the Additional Instruction on pp. 376–379.

Words to Know

► High-Frequency Words: *four, nothing, carry, over*

Objective Read high-frequency words

- Place **Word Cards** *four, nothing, carry, and over* facedown.
- Tell children that you will turn over the **Word Cards** one at a time for them to read.
- Turn the cards over one at a time and have children chorally call out each word.
- Mix and repeat.

CORRECTIVE FEEDBACK

Point to, say, and spell *carry*. This word is *carry*. Point to the word and say it with me: *carry*. It is spelled *c-a-r-r-y*. Spell it with me. What word did you spell? Let's use it in a sentence to tell about something we *carry* to school.

Quick Check

Can children read *four, nothing, carry, and over*? If not, use the Additional Instruction on pp. 376–379.

► Oral Vocabulary: Animal Words

Objective Develop oral vocabulary

- **Confirm** Remind children that *paws, beaks, hunter, and prey* are words that we can use when we talk about animals.
- **Discuss** Talk about other words that have to do with animals, such as *predator*.
- **Connect** Have children use the words as they discuss the animals in "Paws and Claws."

For Additional Instruction, see pages 376–379.

► Build Fluency: Word Automaticity

Objective Improve word accuracy

Display **Reading Triumphs** page 188. Read each word in "Working with Words," blending the sounds or saying the words as you read. Have children blend or say each word after you.

Reread Have children **reread** the previous story from **Reading Triumphs**. Circulate and listen in.

Time to Read

► Read "Paws and Claws"

Objective Visualize: Make inferences

I Do **Before Reading** Tell children that as they read "Paws and Claws" again, they can try to visualize the information in the text. We can visualize, or picture in our mind, what the text describes. Visualizing can help us to make inferences about the information in the selection.

We Do **During Reading** Reread the selection together, pausing as needed to support children's comprehension. Pause on page 192 to model visualizing: I can visualize the bear using its sharp claws to climb the tree. I can picture the bear digging its claws into the tree as it goes up. Then I can picture the bear reaching the nuts, berries, and leaves and eating them. Visualizing this information helps me make an inference about how the bear uses its claws to climb the tree.

You Do **After Reading** Have pairs of children reread the selection together. Prompt partners to visualize the information described in the text. Guide them to use their visualizations to make inferences.

► Build Fluency: Connected Text

Objective Model fluency

Partner-Read Have children reread the selection with partners. Encourage them to read with expression and the proper pace.

► Write

Objective Write letters, words, and a description

- Use the **Sound-Spelling WorkBoards**. Say the sounds: /ô/, /k/, /p/, /z/, /ê/, /kl/, /b/, /s/. Have children write the letters. Say each word: *paws, beaks, claws, saw*. Have children write each word.
- Have children write a description of a favorite animal.

See the Writing lessons on page 375.



Reading Triumphs

Materials

- Reading Triumphs pp. 190–196
- Take-Home Book; Practice Book pp. 199–200
- Listening Library
- Assessment Book
- Photo Card: *saw*
- Large Letter Cards: *a, d, f, h, k, l (2), n, o, p, s, t, u, v, w, y*
- Letter Tiles
- Comprehension Cards

Online Resources

- Bibliography

Working with Words

Phonemic Awareness

Objective Review phonemes

- I Do**
- Listen as I say a word in parts: /l/ /ô/ /n/. I can blend these sounds: /llôôônnn/. Say it with me: *lawn*.
 - The sound in the middle of *lawn* is /ô/.
 - Repeat this procedure with *dawn*, *saw*, *Paul*, *talk*, and *haunt*.
- We Do**
- Display **Photo Card** *saw*.
 - Have children say the word aloud: *saw*. Let's say this word in parts and then blend all the sounds together: /s/ /ô/ /sssôôô/, *saw*.
 - Have children take turns naming words that rhyme with *saw*, such as *jaw*, *paw*, *law*, and *raw*. Segment and blend the words.
 - Continue segmenting and blending *haunt*, *small*, *hawk*, *fault*, and *law*.
- You Do**
- Ask children to complete each silly sentence you start by adding words with /ô/.
 - Say this sentence starter: *In August I saw a ____*. Invite volunteers to complete the sentence with words with /ô/.
 - Continue with these sentence starters:
Who put the claw in the ____?
On the lawn I saw a ____.
Can you draw a ____?

Phonics

Objective Review blending words with /ô/au, aw, al

- I Do**
- Write *fault* on the board. Underline the *au* in *fault*. This word is *fault*. The middle sound in *fault* is /ô/, and it is spelled *au*. I'll blend all the sounds in the word: /fffôôôllt/.
 - Write *lawn* on the board, starting another column. Underline the *aw* in *lawn*. This word is *lawn*. The middle sound in *lawn* is /ô/, and it is spelled *aw*. I'll blend all the sounds in the word: /lllôôônnn/.
 - Write *walk* on the board, starting a third column. Underline the *al* in *walk*. This word is *walk*. The middle sound in *walk* is /ô/, and it is spelled *al*. I'll blend all the sounds in the word: /wwwôôôk/.
- We Do**
- Place **Large Letter Cards** or **Letter Tiles** *a, f, l, l, n, u, t*, and *w* facedown on a flat surface. Tell children that you will turn over cards or tiles until you can build a word with /ô/ spelled *au*, *aw*, or *al*. Invite children to help you by calling out words you might be able to build with the turned-up letters.
 - Turn over and name letters until you can build the word *fault*, *fawn*, or *fall*. Segment and blend each word after you build it.
 - Add **Letter Cards** or **Letter Tiles** *d, k, o, v*, and *y* facedown. Turn over one letter at a time. Ask children to help you build more words with /ô/ spelled *au*, *aw*, or *al*, such as *dawn*, *vault*, *walk*, *auto*, and *yawn*.
- You Do**
- Turn the cards or tiles facedown again. Invite children to take turns turning the letters faceup while trying to build words with /ô/ spelled *au*, *aw*, or *al*. Provide assistance as needed.
 - List the /ô/ words children build on the board.
 - Continue by adding **Letter Cards** or **Letter Tiles** *h, p*, and *s*.

Words to Know

► High-Frequency Words: *four, nothing, carry, over*

Objective Review high-frequency words

- Say each high-frequency word, one at a time: *four, nothing, carry, over*.
- Have children spell and write each word.
- Have children write a sentence using at least one of the high-frequency words.
- Have partners share their sentences and then read each other's sentence aloud.

ELL Model using each word in a sentence. For more support, see pages T6 and T7.

Time to Read

► Read Take-Home Book

Objective Review visualize: Make inferences

- Reread and review "Paws and Claws" using the **Listening Library** audio selection. Then read the **Take-Home Book** selection together with children.
- Have children whisper-read the **Take-Home Book** selection independently. Listen while children read, offering guidance as necessary.
- Ask children to use the text to visualize information and make inferences about what is not stated in the selection.

See **Practice Book** pages 199–200.

► After Reading

Have pairs of children respond to "Paws and Claws" and the **Take-Home Book** selection by interviewing each other. Have them ask each other questions.

What inferences did you make as you read the selections? What information did you visualize?

CORRECTIVE FEEDBACK

If children cannot make inferences, use **Comprehension Cards: Make Inferences**.

Quick Check

Can children make inferences? If not, use **Additional Instruction** on pp. 376–379.

► Build Fluency: Connected Text

Objective Increase reading speed

- Review the **Take-Home Book** selection and point out the punctuation. Have pairs of children take turns reading aloud.
- Guide children to read aloud the selection with appropriate expression, pausing where they see commas and stopping at periods.

► Writing

Objective Write and share simple sentences

- Have children write about the **Take-Home Book** selection.
- Encourage children to write high-frequency words and words with /ô/ spelled *au, aw, or al*.
- Have children read their sentences aloud to partners.

See the Writing lessons on page 375.

Invite children to read the **Take-Home Book** selection to their family and friends.

► Self-Selected Reading

Objective Read independently

Have children select books to read on their own. See the Online Bibliography for suggested titles.

Weekly Assessment

Have children complete the Mid-Unit Assessment on **Assessment Book** pages 188–193.

Fluency Use the passage on **Assessment Book** pages 46–47.

Lesson 6

Grammar
Pronouns

Writing
Shared Writing

Lesson 7

More Word Work
Vowel Digraph /ô/

Grammar
Pronouns

Writing
Interactive Writing

Lesson 8

Grammar
Mechanics

Writing
Trait: Sentence Fluency
Independent Writing:
Focus and Plan,
Prewrite and Draft

Lesson 9

More Word Work
Word Sort

Writing
Independent Writing:
Revise and Edit

Lesson 10

Writing
Independent Writing:
Publish and Present

More Word Work

Materials

- large index cards with *bald, caught, cause, claw, crawl, daughter, halt, lawn, salt, saw, taught, wash, water, what* and **spelling words** *fault, hawk, jaw, paws*
- pocket chart

► Vowel Digraph /ô/a, au, augh, aw, al

Objective Blend words with /ô/a, au, augh, aw, al

- Write: *wash* and *caught*. Point to the letters as you pronounce the words. **Listen as I say each word:** /wôôôsh/, /kôôôt/. Circle the *a* in *wash* and the *ough* in *caught*. **I notice that the sound for the letter *a* in *wash* and the *ough* in *caught* is the sound /ô/. Have children chorally pronounce the words.**
- Explain that the letters *au*, *aw*, and *al* can also have the /ô/ sound. Write: *fault, saw, and salt*. Point to the letters as you say each word. **Listen as I say the words:** /ffôllt/, /sssô/, /sssôllt/. Have children chorally pronounce the words.

► Word Sort: a, au, augh, aw, al

Objective Sort words with /ô/a, au, augh, aw, al

- Place the cards for *wash, fault, taught, claw, and halt* in five columns in the pocket chart. Point to the letters as you pronounce the words.
- Explain that the *a* in *wash*, the *au* in *fault*, the *aw* in *claw*, the *ough* in *taught*, and the *al* in *halt* have the /ô/ sound.
- Hold up the card for *lawn*. Point to the letters as you say the word: /lôn/. Model placing the card for *lawn* under *claw*.
- Repeat for other cards. Have children sort the cards by the spellings *a, au, augh, aw, and al*. Then have them chorally read all the words.

Grammar

► Pronouns

Objective Understand how to use pronouns

- Remind children that a noun is a person, place, or thing.
- Explain that *pronouns* are words that take the place of nouns. Tell children that pronouns can stand for one person, place, or thing, or more than one. **We use pronouns every day when we speak and write.** Write and read the following sentences on the board: *[Your name] is in the room. I am in the room.*
- Circle your name in the first sentence, and the pronoun *I* in the second sentence. **When we speak about ourselves, we don't use our own names. Instead, we use another word to tell about ourselves. That word is the pronoun *I*. *I* is a pronoun because it takes the place of our own name when we speak and write.**
- Draw a two-column chart with the headings "Pronoun" and "Stands For." Write the following pronouns and what they stand for in the chart.
I: one's self. You: one or more people that you are speaking to. He: one male person. She: one female. It: one thing or place. We: one's self and at least one other person. They: more than one person. Read and explain the pronouns to children.
- Write these groups of words in a column on the board and read them aloud: *The school; Dawn, Paul, and Walt; Mom; Dad.* Guide children in replacing each noun with a pronoun, using the chart. Have children chorally read the words.
- Write and read:
 1. Cat is in the tree. (*It*)
 2. Cat and dog are in the tree. (*They*)
 Have children choose pronouns to replace the underlined nouns and read the new sentences.

► Mechanics: Capitalizing I

- Remind children that the pronoun *I* is always written with a capital letter.
- Write and read aloud *Paul and I see a hawk. I tell Dawn.* Have children point to the words that need to be capitalized.

Writing

How-to Sentences

Objective Compose how-to sentences

► Shared Writing

- Discuss with children how the animals get food in the selection “Paws and Claws.”
- Tell children that they will write how-to sentences for an article about how their parents get food for their meals. Remind them that in how-to sentences they must list the directions step by step, in the correct order.
- Have children tell about what their parent does first to make a meal. List children’s responses.
- Use children’s responses to write sample sentences: *1. Go to the food store. 2. Buy food.*
- Point out any pronouns children have used.

► Interactive Writing

- Ask children to think about the steps in preparing for a meal. Record children’s responses.
- Pick an idea to write about, such as preparing breakfast.
- Model sentences by writing from the suggestions:
1. Pour cereal into a bowl.
2. Add milk.
- Once a sentence is generated, repeat it several times for children. Have children share the pen to help write words or add a punctuation mark. Repeat with more sentences.
- Point out any pronouns that children have used.

► Writing Trait: Sentence Fluency

- Tell children that good writers write sentences that are put together in ways that are enjoyable to read aloud.

- Explain that good writers use sentences that are both long and short.
- Write and read aloud these sentences: *1. I like to ride my bike. It is fun. 2. It is fun to ride my bike. I like to go down hills.*
Have children tell which sentences are more interesting.

► Independent Writing

Focus and Plan

- Have children think about the steps it takes to make a meal.

Prewrite and Draft

- Ask children to draw pictures for each step of making the meal. Have children think about the correct order for the steps. For example, do they take two slices of bread before they put peanut butter and jelly on the bread?
- Then tell children to draft two or three steps to describe how to make a particular meal.
- Remind children to order the sentences so that the reader can understand the process.

Revise and Edit

- Ask children to check the sentences they wrote about making a meal. Have them decide if they are in an order that makes sense.
- Have children work with a partner and read each other’s sentences. *Do you understand the activity your partner wrote about?*
- Ask children to check their words to see if they used the correct capitalization and punctuation.

ELL Have children make a drawing to show a breakfast meal. Tell children to show how the meal is made in two steps. Write: *First, I _____. Next, I _____. Guide them in completing the sentence starters. Have children write the sentences under their drawings.*

Publish and Present

- Have partners take turns reading their how-to sentences to the class.
- Create a class How to Make a Meal book.



Assessment Book

Choose from the Additional Instruction for children who need more support. Use Mid-Unit Assessment to check children's progress.

Working with Words

Materials

- Reading Triumphs pp. 178; 188
- Sound-Spelling Cards: *Book, Spoon, Straw*
- Sound-Spelling WorkBoards
- Letter Tiles
- Large Letter Cards: *a–z*
- hand puppet
- markers or counters

Online Resources

IWB Interactive White Board
Phonics Lessons

► Phonemic Awareness

Objective Isolate and blend phonemes; Segment phonemes

Review Phonemes Display the *Book Sound-Spelling Card*. Listen to the sound in the middle of the word *book*. *Book* has the /û/ sound in the middle. Say the sound with me: /û/. This is the sound in the middle of the word *book*. Repeat with the *Spoon Sound-Spelling Card* for /û/.

- For lessons 6–10, repeat the above routine for the sound /ô/, using the *Straw Sound-Spelling Card*.

Blend Phonemes Tell children to listen as the puppet strings sounds together to form a word: /t/ /û/ /k/, /tûûk/, *took*. Have children repeat: /t/ /û/ /k/, /tûûk/, *took*. Point out that *took* has /û/ in the middle.

- Let's say another word. Listen for the /û/ sound: /f/ /û/ /t/, /ffûût/, *foot*.
- Tell children to listen as the puppet strings sounds together to form another word: /g/ /û/ /d/, /gûûd/, *good*. Say it with me: /g/ /û/ /d/, /gûûd/, *good*. Point out that *good* has /û/ in the middle.

- Let's say more words together. Listen for the sound /û/ in each word: /w/ /û/ /d/, /wwwûûd/, *wood*; /l/ /û/ /k/, /llûûk/, *look*.
- Model placing markers in the sound boxes on the **Sound-Spelling WorkBoards**. I will place one marker in a box for each sound I make: /h/ /û/ /k/. Now I will point to a marker as I say each sound and string the sounds together: /hûûk/, *hook*.
- Have children take turns placing markers in the sound boxes as they blend words: *shook, hood, cook, look*. Repeat the routine for /û/.
- For lessons 6–10, repeat the above routine for the sound /ô/ using the words: *raw, saw, sauce, fall, walk, crawl, call, dawn, caught, thaw*.

Segment Phonemes Tell children to listen as the puppet slowly says these words: *shook, foot, wood*. The puppet will say the words again. Listen for the /û/ sound in the middle of each word: /ffûût/, /shûûk/, /wwwûûd/. Have children repeat.

- Repeat each word slowly after me: *book, cook, wood, hood*. What sound do you hear in the middle of each word? Each word has /û/ in the middle. Let's say the words again: *book, cook, wood, hood*. Repeat the routine for /û/.
- Place three markers in the sound boxes on the **Sound-Spelling WorkBoard**. Listen to the word: *book*. The word has three sounds. Each marker stands for one sound. What sound do you hear in the middle of the word *book*? The word *book* has /û/ in the middle. Which marker stands for the /û/ sound? Yes, the middle marker stands for /û/.
- Place three markers in the sound boxes on the **Sound-Spelling WorkBoard**. Listen to the word: *cook*. What sound do you hear in the middle of *cook*? (/û/) Which marker stands for the /û/ sound? (the middle marker) How many sounds are in the word *cook*? Continue with *wood* and *hood*. Repeat the routine for /û/.
- Have children take turns placing markers in the sound boxes and pointing to the marker that stands for /û/ in the words *book, cook, wood, hood*.
- For lessons 6–10, repeat the above routine for the sound /ô/ using the words: *fault, ball, thaw, raw, paw, pause, claw, draw, walk*.

► Phonics

Objective Decode words with /û/oo; /ü/oo, ew, ou; and /ô/au, aw, al

Review Letter/Sound Correspondence Display the *Book Sound-Spelling Card*. The letters oo can stand for the sound /û/, as in the word *book*. Write the word *book*. Draw a line under the letters oo as you say the sound /û/. Repeat with the *Spoon Sound-Spelling Card* card for /ü/oo, ew, ou.

- For lessons 6–10, repeat the above routine for the sound /ô/ using the *Straw Sound-Spelling Card*.

Blend Words Use the **Letter Tiles** to model blending words. Place **Letter Tiles** w, o, o, d in the sound boxes on the **Sound-Spelling WorkBoard**.

- The letter w stands for the sound /w/. The letters oo stand for the sound /û/. The letter d stands for the sound /d/. Listen as I blend all three sounds together: /wwwûûd/, *wood*.
- Place **Letter Tiles** h, o, o, d in the sound boxes on the **Sound-Spelling WorkBoard**. What sound does the letter h stand for? Yes, it stands for /h/. What sound do the letters oo stand for? Yes, they stand for /û/. What sound does the letter d stand for? Yes, it stands for /d/. Let's blend all three sounds together: /hûûûd/, *hood*.
- Repeat the above routine with the words *foot*, *look*, *good*.
- Have children take turns placing **Letter Tiles** in the sound boxes and blending sounds to form words. Repeat the routine for /û/.
- For lessons 6–10, repeat the above routine for the sound /ô/ using the words *paw*, *law*, *raw*, *ball*, *fall*, *wall*, *fault*, *sauce*, *pause*.

Build Words Use the **Letter Tiles** to model building words. Place **Letter Tiles** g, o, o, d in the sound boxes on the **Sound-Spelling WorkBoard**. Guide children to blend the sounds: /g/ /û/ /d/, /gûûûd/, *good*.

- Let's change the g in *good* to w. What word did we make? The letter w stands for the sound /w/. The letters oo stand for the sound /û/. The letter d stands for the sound /d/. Listen as I blend the sounds together: /wûûûd/, *wood*. We made the word *wood*.

- Change the letter w in *wood* to f. What word did we make? Blend the sounds with me: /f/ /û/ /d/, /fffûûûd/, *food*. We made the word *food*. Notice that in this word the letters oo make the /û/ sound.
- Let's change the f in *food* to m. Let's read the word: *mood*. Continue changing letters to make the following words: *moon*, *soon*, *spoon*, *spool*, *tool*, *toot*, *root*, *boot*, *book*, *look*.
- Have children take turns changing one **Letter Tile** at a time to make a new word.
- Write the words you made, saying each sound and the letter that stands for it. Point out the appropriate /û/ or /ü/ sound for each word. Then guide children in blending and building each word: *good*, *wood*, *food*, *mood*, *moon*, *soon*, *spoon*, *spool*, *tool*, *toot*, *root*, *boot*, *book*, *look*.
- For lessons 6–10, repeat the above routine for the sound /ô/ using the words *paw*, *raw*, *claw*, *flaw*, *fault*, *salt*, *tall*, *hall*, *ball*, *wall*.

Fluency: Letter Naming Tell children that you will hold up **Large Letter Cards**. They should name each letter. Hold up the **Letter Card** for each letter of the alphabet one at a time, in random order.

Fluency: Letter/Sound Correspondence Tell children that you will hold up **Letter Cards**. They should say the sounds that the letters stand for. Hold up the **Letter Card** for each letter of the alphabet one at a time, in random order.

Fluency: Word Automaticity Display page 178 of **Reading Triumphs**. Read each word in "Phonics," blending the sounds and then saying the words as you read. Have children blend sounds and say the words after you.

- For lessons 6–10, repeat the above routine using page 188 of **Reading Triumphs**.

ELL As children practice the words in the lesson, review the meaning of words that can be demonstrated in a concrete way. For more support, see pages T6–T7.

IWB For additional blending, word building, and fluency activities, use **Online Phonics Lessons**: The /û/ Sound; The /ü/ Sound; The /ô/ Sound.

Words to Know

Materials

- Reading Triumphs pp. 178, 179; 188, 189
- Word Cards: *carry, eight, four, love, nothing, over, pretty, sure*
- Sound-Spelling WorkBoards
- pocket chart

► High-Frequency Words

Objective Reteach high-frequency words *love, pretty, sure, eight* (Lessons 1–5); *four, nothing, carry, over* (Lessons 6–10)

- Display **Word Cards** in the pocket chart.
- **Read, spell, and write** each word and use it in a sentence: *This is the word over. It is spelled o-v-e-r. Over. I can jump over the log.*
- Have children chorally say each word aloud as you point to it. Point to each letter as children chorally spell the word aloud.
- Point out letters and their sounds that children have learned. *The word over ends with the letters er. We know that the letters er stand for the /ûr/ sounds. The word over ends with the /ûr/ sounds.*
- Hold up one **Word Card** at a time. Have children chorally read aloud each word. Have children write each word on their **Sound-Spelling WorkBoards** as they spell it aloud. Guide children to say a sentence using each word.
- Provide sentence starters and frames using the words. For example: *There are four _____ in the yard. Can you carry eight _____? Can _____ go, too?* Have children take turns orally completing the sentences. Write the sentences as children complete them and then read each sentence aloud. Have children take turns underlining the high-frequency words in the sentences.
- Have partners work together to write sentences using the high-frequency words.

Fluency: Word Automaticity For lessons 1–5, display page 178 of **Reading Triumphs**. Read aloud each word in “Words to Know.” Have children read aloud each word after you.

- For lessons 6–10, repeat the above routine using page 188 of **Reading Triumphs**.

Fluency: Connected Text Display page 179 of **Reading Triumphs**. Read “The Moon and Stars” aloud. Have children read the passage after you. Guide children to blend the sounds of decodable words and say each high-frequency word.

- For lessons 6–10, repeat the above routine using “Four Cubs” on page 189 of **Reading Triumphs**.

► Oral Vocabulary

Objective Develop oral vocabulary

- **Nighttime Words (Lessons 1–5)** Remind children that words such as *moon, sleep, darkness, nighttime, dream, and stars* are words that describe night. *Some things we do at night are sleep and dream. The moon and stars also come out at night. The darkness of nighttime makes the moon and stars look bright.*
- Have children talk about the things they can see and hear at night using the words *moon, darkness, nighttime, and stars*.
- Have partners work together to create sentences using the oral vocabulary words *moon, sleep, darkness, nighttime, dream, and stars*. Have them repeat their sentences to each other.
- **Animal Words (Lessons 6–10)** Remind children that they have been talking about words that describe animals. *We use the words paws, beaks, hunter, prey, and predator when we talk about animals. A predator is a good hunter.*
- Have children use animal words to categorize animals. Write *paws, beaks, hunter, and prey* on the board and have children list animals that fit under each heading. For example, dogs, cats, and lions would be listed under *paws*. Then have children say one sentence about an animal.
- Have partners work together to orally create sentences using the oral vocabulary words *paws, beaks, hunter, prey, and predator*. Have children repeat their sentences to each other.

Time to Read

Materials

- Reading Triumphs pp. 180–186, 187; 190–196, 197

Online Resources

IWB Interactive White Board

Comprehension Lessons

- Graphic Organizer: Fantasy and Reality Chart; Make Inferences Chart

► Comprehension: Text Evidence

Objective Review comprehension skills

Fantasy and Reality (Lessons 1–5) Remind children that as they read they can think about which story events are realistic and which are fantasy. Events that can really happen are called *realistic*. Events that could not really happen are called *fantasy*.

- Display **Reading Triumphs** page 180. Let's reread "Toys at Night." As we read, we will list details about the story on the Fantasy and Reality chart.
- Read pages 180 and 181: What does Drew do at eight? (He goes to bed.) What are some details you read about on these pages that could really happen? (Drew looked at the moon. He fell asleep. A loud noise woke him up. He sat up in bed.) Let's add those details to our chart.
- Read pages 182–185: What is happening in the middle of the story? (Drew's toys are marching, singing, and talking to him.) Can these events really happen? (No. Toys cannot march, sing, or talk in real life.)
- Read page 186: What happens when Drew wakes up the next day? (His toys are sitting on their shelves. They are very still.) Can this really happen? (Yes.) Let's add this detail to our chart.
- Review Comprehension Check, page 187. 1. Which parts of the story could not have happened in real life? (Toys cannot march, sing, or talk.) 2. How do you think Drew feels? (Drew might feel confused. He wonders if he was dreaming the night before. He is hopeful that his toys did march, sing, and talk.) Add details to the chart.

Make Inferences (Lessons 6–10) Remind children that they can make inferences about the details that

the author did not state. You can use information in the text to make inferences and figure out the details that are not stated. Sometimes it helps to visualize, or picture in your mind, what the text describes.

- Display **Reading Triumphs** page 190. As we reread "Paws and Claws," we will record ideas in the story on a Make Inferences Chart.
- Read pages 190 and 191: How does a big cat catch its food? (Big cats use their paws to run fast and their claws to catch their food.) What inferences can you make about a big cat's claws? (They must be very sharp and strong.) Let's add these ideas to our Make Inferences Chart.
- Read pages 192 and 193: What do the bear, hawk, and big cat have in common? (They all use sharp claws to catch food.) What inferences can you make about big cats and bears? (Because big cats must chase their prey, they must be able to run very fast. Bears eat nuts, berries, and leaves. They do not have to run fast to catch what they eat.) Let's add these ideas to our chart.
- Read pages 194–196: What are some ways birds get their food? (Some birds use their beaks. Some birds use their bills. And some birds drills holes into tree trunks to catch and eat bugs.)
- Review Comprehension Check, page 197. 1. How do claws help an animal catch food? (Claws help bears climb trees to reach their food. Claws help big cats and hawks grab their food.) 2. How are claws and beaks alike? How are they different? (Both claws and beaks are used by animals to catch their food. Claws are sharp and strong. Beaks are long and thin.)

ELL Have children talk about things that can really happen. Use this sentence frame: _____ is something that can really happen. For more support, see pages T6–T7.

IWB Online Comprehension Lessons: Fantasy and Reality; Make Inferences

Self-Selected Reading

Have children select books. Guide them to identify things that can and cannot really happen and make inferences as they read.



Reading Triumphs

Materials

- Reading Triumphs pp. 198–199
- Practice Book p. 201
- Sound-Spelling WorkBoards
- Large Letter Cards: *e, i, o (2), r, u, w*
- Word Cards: *call, carry, four, full, nothing, one, only, over*

- hand puppet
- markers or counters
- pocket chart

Online Resources

- **IWB** Interactive White Board Phonics Lessons

Working with Words

► Phonemic Awareness

Objective Blend syllables

Read aloud the following rhyme. Then reread it and invite children to chime in with you:

The tiny kitten in cozy mittens
Gave Tiger a basket with ribbons.

I Do Listen as the puppet says some words from the rhyme part by part, then blends them: /kiiiit/-/təənnn/, *kit-ten, kitten*; /tīīī/-/nnēēē/, *ti-ny, tiny*.

- We Do**
- Tell children that the words *kitten* and *tiny* each have two parts. The word *gave* has one part.
 - Let's clap as we say each word part: *kit-ten, tin-y, gave*. Now, let's place one marker in a sound box on our **Sound-Spelling Workboards** for each time we clapped. For *kitten*, we clapped twice, so we'll place two markers.
 - Repeat with *tiny* and *gave*.

- You Do**
- Have children clap and then place markers in the sound boxes for each part of the word *basket*.
 - Have children orally blend the parts.
 - Repeat with *rabbit, open, moment, and pumpkin*.

See **Practice Book** page 201.

CORRECTIVE FEEDBACK

Model blending *tiny* using word parts. Let's say *tiny* together in this way: /tīīī/-/nēēē/, *ti-ny, tiny*. Model blending the word *kitten*: /kiiiit/-/təənnn/, *kitten*. Have children repeat. Continue with *basket, ribbons, tiger*.

Quick Check

Can children blend syllables? If not, use Additional Instruction on pp. 416–419.

► Phonics

Objective Blend words with open and closed syllables

Review Show these **Large Letter Card** spellings: *oo, ou, ow, er, ir, ur*. Mix the cards and repeat.

- I Do**
- Write *kitten* and *cozy* on the board.
 - I will clap the syllables in *kitten*: *kit-ten*. *Kitten* has two word parts, or syllables. Each syllable has one vowel sound. I will underline the first syllable: *kit*. This is a closed syllable. It ends in a consonant and has a short vowel sound. Repeat with *mittens*.
 - I will clap the syllables in *cozy*: *co-zy*. *Cozy* has two syllables. Each syllable has one vowel sound. I will underline the first syllable: *co*. This is an open syllable. It ends in a vowel and has a long vowel sound. Repeat with *tiger*.

- We Do**
- Write the following words on the board: *nap/kin, cab/in, sun/set, pen/cil, ba/by, ro/bot, di/ver*.
 - Let's say each syllable as I point to it. Now we'll put the syllables together to read each word.

You Do Model transitioning from reading monosyllabic to multisyllabic words. Have children repeat.

bit/rabbit pen/open tie/untie rib/ribbon

IWB Online Phonics Lessons: Closed Syllables; Open Syllables

CORRECTIVE FEEDBACK

Write *basket*. Have children draw a line under each closed syllable. *Bas* and *ket* are both closed syllables. They have a consonant following a short vowel. Let's blend the syllables: *basket*. Repeat with *even*.

Quick Check

Can children blend words with open and closed syllables? If not, use Additional Instruction on pp. 416–419.

Words to Know

► Review High-Frequency Words

Objective Read and use previously introduced high-frequency words

- Review high-frequency words introduced in Unit 6, Week 2. *Let's review words we learned before.*
- Hold up **Word Cards** *four, nothing, carry, and over* one at a time. Have children read each word.
- Have children use each word in a sentence.

► High-Frequency Words: *full, call, only, one*

Objective Read high-frequency words

- Display **Word Cards** *full, call, only, and one* in the pocket chart.
- Have children **read, spell, and write** *full*. Point to and say the word *full*. *This is the word full. It is spelled f-u-l-l. It is hard to pour a full juice bottle.*
- Repeat the steps to introduce *call, only, and one*.
- Have children make up sentences using the words. Provide sentence starters such as *I call ____* or *We have one ____*. Write the completed sentences on the board.

CORRECTIVE FEEDBACK

Point to, say, and spell *full*. *This word is full. Point to the word and say it with me: full. It is spelled f-u-l-l. Spell it with me. What word did you spell?*

Quick Check

Can children read *full, call, only, and one*?
If not, use the Additional Instruction on pp. 416–419.

► Oral Vocabulary: Season Words

Objective Develop oral vocabulary

- **Define** Talk about words having to do with the different times of the year, such as *season, weather, cycle, and autumn*.
- **Example** Use each word in a sentence. *I love the weather in the spring.*
- **Ask** Have children use the words as they talk about their favorite season.

► Build Fluency: Word Automaticity

Objective Improve word accuracy

Display **Reading Triumphs** page 198. Read each word in “Working with Words,” blending the sounds or saying the words as you read. Have children blend or say each word after you.

Time to Read

► Read “Box Full of Toys”

Objective Read words in connected text

- Have children read aloud “Words to Know.”
- **Choral Reading** Read the story together.
- **Independent Reading** Then have children whisper-read the story independently. Listen while children read, offering guidance as necessary.
- **Partner Reading** Have children partner-read “Box Full of Toys.”

► Write

Objective Write letters, words, and a description

- Use the **Sound-Spelling WorkBoards**. Say the sounds: /i/, /b/, /t/, /e/, /ə/, /s/, /w/, /n/, /d/, /a/. Have children write the letters. Say each word: *winter, sled, bat*. Have children write each word.
- Have children write a description of a toy they like to play with outside in a particular season.

ELL Have children dictate their sentences. Then write each word, blending the sounds to form the word. Share the pen with children, having them write the letters that they know.

See Grammar and Writing lessons on pages 390–391.



Reading Triumphs

Materials

- Reading Triumphs pp. 198; 200–207
- Practice Book p. 202
- Photo Cards: *balloon, bike, kangaroo, toothbrush, zipper, zoo*
- Sound-Spelling WorkBoards
- Large Letter Cards or Letter Tiles: *a, b (2), c, d, e (2), f (2), g (2), h, i (2), k, l, m, n (2), o (2), p (3), r, s, t (2), u, z (2)*
- Word Cards: *full, call, one, only*
- hand puppet
- markers or counters
- pocket chart

Online Resources

- Graphic Organizer: Classify and Categorize

Working with Words

Phonemic Awareness

Objective Identify syllables

Read aloud the following rhyme. Then reread it and invite children to chime in with you:

The tiny kitten in cozy mittens
Gave Tiger a basket with ribbons.

I Do Listen as the puppet says each word slowly: *mittens, tiger, ribbons*. All of the words have two syllables: *mit-tens, ti-ger, rib-bons*.

We Do

- Ask children to say each word after you and clap for each word part, or syllable: *pillow, sock*.
- Listen as I say a word: *pillow*. We'll clap two times because we hear two word parts: *pil* and *low*.
- Listen as I say a word: *sock*. We'll clap one time because we only hear one word part in *sock*. Continue with the words *top, city, even, doctor*, and *wish*.

You Do

- Display **Photo Cards** *balloon, bike, and kangaroo* in the pocket chart.
- Say each picture name slowly. How many word parts do you hear in each? What are they?
- Continue with *toothbrush, zipper, and zoo*.

CORRECTIVE FEEDBACK

Using the sound boxes on the **Sound-Spelling WorkBoards**, model how to segment *tiger* into syllables. Stretch the sounds as you drag one marker onto each box. Have children repeat. Continue with *pillow* and *even*.

Quick Check

Can children identify syllables? If not, use the Additional Instruction on pp. 416–419.

Phonics

Objective Blend words with open and closed syllables

Review Show the following **Large Letter Cards** as children say the sounds: *oo, ou, ow, er, ir, ur, ar, or*. Mix the spellings and repeat.

I Do

- Use **Letter Cards** or **Letter Tiles** *p, u, p, p, e, t*.
- Model blending. The letters *p, u, p* stand for /pup/, the word part *pup*. The letters *p, e, t* stand for /pet/, the word part *pet*. Listen as I put the two parts of the word together: *pup-pet, puppet*. *Puppet* has two syllables. When I say *puppet*, I stress the first syllable: /pup/ /pæt/, *puppet*.
- Repeat with *napkin, zigzag, and baby*.

We Do

- Build and blend *mitten*: /m/ /i/ /t/ /ə/ /n/, /mmiitə ə ə nnn/, *mitten*. Blend it with me.
- Let's change the *m* in *mitten* to *k*. What word did we make? How many parts does *kitten* have? Let's clap for each word part.
- Repeat to build and blend the words *blanket, robin, insect, and nature*.

You Do

- Have children change the *na* in *nature* to *fu*. What word did you make? How many parts does the word *future* have?
- Continue to have children build and blend words: *butter, muffin, magnet, frozen*

See **Practice Book** page 202.

ELL For each two-syllable word in the lesson, clap out the syllables. Have children repeat. Review the meanings of the words that can be shown in a concrete way. For example, hold up a napkin, or have a child walk in a zigzag. For more support, see pages T6–T7.

See the More Word Work lessons on page 390.

Words to Know

► High-Frequency Words: *full, call, only, one*

Objective Read high-frequency words

- Hold up the **Word Cards** one at a time: *full, call, only, one*. Have children **read, spell, and write** each word.
- Guide children to call out each word as you point to each card. Repeat in random order at varying speeds.

CORRECTIVE FEEDBACK

Point to, say, and spell *only*. *This word is only. Point to the word and say it with me: only. It is spelled o-n-l-y. Spell it with me. What word did you spell?*

Quick Check

Can children read *full, call, only, and one*? If not, use the **Additional Instruction** on pp. 416–419.

► Oral Vocabulary: Season Words

Objective Develop oral vocabulary

- Ask children to draw a fall scene.
- **Define** Tell children that *autumn* is another word for the season fall.
- **Example** Use *autumn* in a sentence: *In autumn the leaves fall off of the trees.*
- **Ask** *What is something you like to do in autumn?*

► Build Fluency: Word Automaticity

Objective Improve word accuracy

Display **Reading Triumphs** page 198. Read each word in “Working with Words,” blending the sounds or saying the words as you read. Have children blend or say each word after you. Say the words in random order. Have children point to the word you say.

Time to Read

► Read “The Seasons”

Objective Monitor comprehension/reread: Classify and categorize

Before Reading Preview the selection by reading aloud the title. *What do you think this selection will be about?*

- Help children set a purpose for reading. *What might we learn in this selection? Let’s find out.*
- Have children read aloud “Words to Know.”

During Reading Read the selection together. Use a Classify and Categorize Chart to record children’s ideas. Guide children in a choral reading, pausing to check comprehension. After page 201, ask: *What is something you can do outside in the winter?* After page 203: *What is something you can do outside in the spring?* After page 205: *What is something you can do outside in the summer?*

After Reading Tell children that they can classify and categorize the information in the selection. *We can organize the information in the selection into different categories, or groups.* Display **Reading Triumphs** pages 201. *The selection tells us about different activities we can do outside. For each season, we learn about activities that you can do outside. We can classify the activities by the season they are done in. What is a good winter activity? Yes, making a snowman is a good activity for winter.*

► Comprehension Check: **Text Evidence**

Display page 207. Guide children to retell the selection. Have them use the evidence in the text and the illustrations to answer the **Think About It** questions.

► Write

Objective Write letters, words, and a sentence

- Use the **Sound-Spelling WorkBoards**. Say the sounds: /t/, /ô/, /æ/, /ng/, /i/, /f/, /n/, /s/, /w/, /u/, /spr/, /m/, /i/, /l/. Have children write the letters and each word: *winter, summer, spring, fall*.
- Have children write about their favorite season.

See Grammar and Writing lessons on pages 390–391.



Reading Triumphs

Materials

- Reading Triumphs pp. 198; 200–206
- Practice Book pp. 203–204
- Sound-Spelling WorkBoards
- Large Letter Cards: *a, g, h, i, o, w, y*
- Photo Cards: *carrots, dinosaur, dolphin, kangaroo, koala, lemon, penguin, pumpkin, rabbit, yogurt, zero*
- Word Cards: *full, call, one, only*

- hand puppet
- pocket chart

Online Resources

- **IWB** Interactive White Board Phonics Lessons
- Graphic Organizer: Classify and Categorize Chart

Working with Words

► Phonemic Awareness

Objective Segment words into syllables

Read aloud the following rhyme. Then read it again and invite children to chime in with you:

At their picnic, Zebra and Rabbit sip cider.
They have extra, so they invite Spider!

I Do Listen as the puppet says a word and then separates it into parts: *rabbit*, /raaab/ /biit/; *cider*, /sssi/ /darr/.

- We Do**
- Let's say the word *zebra* together. Now let's clap for each word part we hear in *zebra*. Let's place markers in the sound boxes on the **Sound-Spelling Workboard** to show how many syllables we hear in *zebra*.
 - Place two markers in the sound boxes for *zebra*.
 - Repeat with *picnic*, *rabbit*, and *invite*.

You Do Have children say each word, clap the sounds, and then place the markers in the **sound boxes** to represent each word part: *spider*, *beside*, *muffin*, *plastic*.

CORRECTIVE FEEDBACK

Let's say the words *bit* and *rabbit* together. We can hear that *bit* has one word part and *rabbit* has two: /biit/, /rrraaab-biit/. Let's clap for each word part. Repeat with *sigh*, *cider* and *muff*, *muffin*.

Quick Check

Can children segment words into syllables? If not, use the Additional Instruction on pp. 416–419.

► Phonics

Objective Blend words with open and closed syllables

Review Show these **Large Letter Cards** and sets as children say the sounds: *i, igh, y, o, oa, ow*. Mix; repeat.

- I Do**
- Write the words *rabbit* and *zebra* on the board.
 - Circle *rab*. *Rabbit* has two word parts, or syllables. I know that this is a closed syllable because of the short *a* and the consonant at the end. Circle *ze*. *Zebra* also has two syllables. I know that this is an open syllable because of the long *e* at the end of the syllable. Repeat with *lesson* and *cider*.

- We Do**
- Display **Photo Cards** *dolphin, carrots, rabbit, yogurt*, and *zero*. Have children clap with you for each syllable in each word.
 - Which picture names have open syllables? Write *yogurt* and *zero* on the board.
 - Which picture names have closed syllables? Write *dolphin, carrots*, and *rabbit* on the board.
 - Repeat with **Photo Cards** *dinosaur, kangaroo, koala, lemon, penguin*, and *pumpkin*.

You Do Write the following words on index cards: *over, hero, zigzag, lion, basket, ribbon*. Have children work in pairs to read each word and sort them based on whether they begin with an open syllable or a closed syllable.

► Structural Analysis

Objective Recognize prefixes *re-* and *un-*

- Write *refill* and *untie* on the board. Underline *re* and *un*.
- These words have prefixes. Prefixes are a word part put at the beginning of a word to change the word. *Re-* means "again." *Un-* means "the opposite of" or "not." *Refill* means "to fill again," and *untie* means "not tied." What do these words mean?

rewrap	remake	recheck	reread
unafraid	unreal	unlock	unfold

Words to Know

► High-Frequency Words: *full, call, only, one*

Objective Read high-frequency words

- Display **Word Cards** *full, call, only, and one* in the pocket chart.
- Say the word *full*. Have children find and spell the word aloud.
- Follow the same steps to review the words *call, only, and one*.

See **Practice Book** page 203.

► Oral Vocabulary: Season Words

Objective Develop oral vocabulary

- **Discuss** Remind children that *season, weather, cycle* and *autumn* are words we can use to discuss different times of the year. *Each season is fun in a different way.*
- **Connect** Ask children to describe what they wear in different seasons.

► Build Fluency: Word Automaticity

Objective Improve word accuracy

Display **Reading Triumphs** page 198. Read each word in “Working with Words,” blending the sounds or saying the words as you read. Have children blend or say each word after you.

Reread Have children **reread** the previous story from **Reading Triumphs**. Circulate and listen in.

Time to Read

Read “The Seasons”

Objective Monitor comprehension/reread: Classify and categorize

- I Do**
- Remind children that as they read they can classify and categorize the information in the selection.
 - *As I reread “The Seasons,” I can think about the information and how best to classify and categorize it. Classifying and categorizing the information can help me to better understand the selection.*

We Do Guide children in a rereading of “The Seasons.” Pause after reading page 206. *Let’s think about the information in the selection. The selection tells us about lots of different activities that can be done outside. We can classify the activities by the season they are done. On page 201 we read that making a snowman is a good activity for winter. What other activities did we read about? What seasons were they done during?*

You Do Have partners reread “The Seasons” together. Tell children to think about the information and how they can classify and categorize it. Guide them to use the evidence in the text and illustrations and to record their ideas on the Classify and Categorize Chart.

See **Practice Book** page 204.

ELL Provide sentence starters to help children classify and categorize the information in “The Seasons”: *A winter activity is _____. A spring activity is _____. For more support, see pages T6 and T7.*

CORRECTIVE FEEDBACK

If children cannot classify and categorize, display the selection, one spread at a time. Name the season described on the spread. Name the activities described on the spread. Explain that these are activities that can be done outside in that season.

Quick Check

Can children classify and categorize?
If not, use the Additional Instruction on pp. 416–419.

► Write

Objective Write letters, words, and sentences

- Use the **Sound-Spelling WorkBoards**. Say the sounds: /ō/, /n/, /b/, /ī/, /m/, /ē/, /sn/, /ch/, /k/, /a/, /h/. Have children write the letters. Say each word: *bike, snowman, beach, hike*. Have children write each word.
- Have children write about a favorite outdoor activity and the season that they do it during.

See Grammar and Writing lessons on pages 390–391.



Reading Triumphs

Materials

- Reading Triumphs pp. 198; 200–206
- Sound-Spelling WorkBoards
- Large Letter Cards: *a, b, c (2), d, e (2), f, g, h, i, j, l, m, n, o (2), p, r (2), s, t (2), u, v, y*
- Letter Tiles
- Word Cards: *full, call, one, only*
- hand puppet
- pocket chart

Working with Words

► Phonemic Awareness

Objective Add syllables

Read aloud the following rhyme. Then reread it and invite children to chime in with you:

At their picnic, Zebra and Rabbit sip cider.
They have extra, so they invite Spider!

- I Do**
- Use the puppet to model how to add syllables.
 - Listen as I say a word: *bit*. I will add the word part *rab* to beginning of *bit* and blend the parts. Now I have a new word: *rabbit*. *Rabbit* has two parts, or syllables. Repeat with *puppet* and *kitten*.

- We Do**
- Say the word *but*. We can add different word parts to *but* to make new words. Let's try the word part *ton*. What word do we have when we add *but* to *ton*? Yes, *button*.
 - Repeat this procedure for *butter*, *puppet*, and *puppy*.

- You Do**
- Provide children with an initial word part such as *wind* or *can*. Have children come up with different word parts to add to the initial word part.
 - Record the words that children come up with in groups based on the initial word part.

ELL For each two syllable word in the lesson, clap out the syllables. Have children repeat. Listen as I say a word: *kitten*. I will clap for each part in *kitten*: *kit-ten*. Clap with me as we say the word together. Repeat with *zebra* and *invite*. For more support, see pages T6–T7.

► Phonics

Objective Blend words with open and closed syllables

Review Show these **Large Letter Card** spellings as children say the long *e* sound: *e, ea, ee, y*. Mix the cards and repeat.

- I Do**
- Display **Letter Cards** or **Letter Tiles** *c, o, n, t, e, s, t*.
 - The letters *c, o, n* stand for /kon/. *Con* has a short vowel followed by a consonant, so it is a closed syllable. The letters *t, e, s, t* stand for /test/. Listen as I blend the parts together: /kooonnnnteeesst/, *contest*.

- We Do**
- Let's change the *test* in *contest* to *tact*. What word did we make? Let's blend the sounds: /kooonnnntaaakt/, *contact*. How many syllables are there? Repeat with *command/compare, even/open, and diver*.
 - Now let's change the *di* in *diver* to *o*. What word did we make? Let's blend the sounds: /ōōōvvvæærrr/, *over*. How many syllables do we hear?

- You Do**
- Guide children to change the *o* in *over* to *bea*.
 - What word did you make? Blend the sounds in this word. How many syllables are in *beaver*?
 - Have children continue to build and blend to make *bonus, cactus, pencil, and motor*.

See the More Word Work lessons on page 390.

CORRECTIVE FEEDBACK

Give seven children **Letter Cards** *s, u, b, j, e, c, t*. Model blending *sub*. Have the three children with *s, u, b* stand together as you help them blend the sounds of the first syllable. Repeat for *ject*. Then have all seven children stand together and say the syllables together: /sssuuub-jææct/, *subject*. Continue with *pi-lot, pic-nic, and mu-sic*.

Quick Check

Can children blend words with open and closed syllables? If not, use the Additional Instruction on pp. 416–419.

Words to Know

► High-Frequency Words: *full, call, only, one*

Objective Read high-frequency words

- Place **Word Cards** *full, call, only, and one* facedown.
- Tell children that you will turn over the **Word Cards** one at a time for them to read.
- Turn the cards over one at a time and have children chorally call out each word.
- Mix and repeat.

CORRECTIVE FEEDBACK

Point to, say, and spell *one*. *This word is one. Point to it and say it with me: one. It is spelled o-n-e. Spell it with me. What word did you spell? Let's use it in a sentence to tell about what there is only one of in the room.*

Quick Check

Can children read *full, call, only, and one*? If not, use the Additional Instruction on pp. 416–419.

► Oral Vocabulary: Season Words

Objective Develop oral vocabulary

- **Confirm** Remind children that *season, weather, cycle, and autumn* are words that we can use to discuss different times of the year.
- **Discuss** Talk about other words that can be used to talk about different seasons, such as *seasonal*.
- **Connect** Invite children to describe a favorite season using these words.

For Additional Instruction, see pages 416–419.

► Build Fluency: Word Automaticity

Objective Improve word accuracy

Display **Reading Triumphs** page 198. Read each word in “Working with Words,” blending the sounds or saying the words as you read. Have children blend or say each word after you. Reread each row, asking children to echo-read.

Reread Have children **reread** the previous story from **Reading Triumphs**. Circulate and listen in.

Time to Read

► Read “The Seasons”

Objective Monitor comprehension/reread: Classify and categorize

I Do **Before Reading** Tell children that as they read “The Seasons” again, they can check that they understand what they’ve read and can reread any text that was not clear. *We can check our understanding as we read. If we did not understand something, we can reread the text.*

We Do **During Reading** Reread the selection together, pausing as needed to support children’s comprehension. Model checking comprehension and rereading. On page 200, say: *I am not sure I understand why the text says that it is cozy to stay inside in the winter. Let’s reread to see if we can understand this. Now I understand that the text says it is cozy to stay inside because in winter it is cold outside.*

You Do **After Reading** Have pairs of children reread the selection together. Prompt partners to check their comprehension as they read and to reread any text that they did not understand. Guide children to use the text to clarify their understanding.

► Build Fluency: Connected Text

Objective Model fluency

Echo-Read Read “The Seasons” one page at a time and ask children to read each page after you. Encourage children to read with expression and correct phrasing.

► Write

Objective Write letters, words, and a label

- Use the **Sound-Spelling WorkBoards**. Say the sounds: /a/, /ō/, /sn/, /nd/, /gr/, /n/, /s/, /ē/, /ən/. Have children write the letters. Say each word: *snow, sand, grass, season*. Have children write each word.
- Ask children to draw and label an outdoor scene in a particular season.

See the Writing lessons on page 391.



Reading Triumphs

Materials

- Reading Triumphs pp. 200–206
- Take-Home Book; Practice Book pp. 205–206
- Listening Library
- Assessment Book
- Large Letter Cards: *a, b (2), c, d, e, f, h, i, j, k, l, m (2), n, o (2), p (2), r, s, t (2), u, v, y, z*
- Letter Tiles
- Photo Cards: *doctor, dolphin, hammer, insect, tiger, yogurt, zero*
- pocket chart
- Online Resources
- Bibliography

Working with Words

► Phonemic Awareness

Objective Review syllable manipulation

I Do

- Listen as I say a word: *cotton*. Say it with me: *cotton*. *Cotton* has two syllables, *cot* and *ton*.
- I can take away the *cot* from *cotton* and replace it with *but*. Now I can blend the two word parts together to get a new word: *button*.
- Repeat this procedure with *butter, shutter, and shimmer*.

We Do

- Say the word *test*. We can add different word parts to make new words. Let's try the word part *con*. What word do we have when we add *con* to *test*? Yes, *contest*. Notice that our new word has two parts, or syllables.
- Repeat with *magnet, sandwich, and bagel*.
- Then say the word *read*. Listen as I add another word part to *read*: *reread*.
- Remind children that the prefix *re-* means "again." What does *reread* mean? Yes, to read again.
- Repeat for the prefix *un-* with *fold, unfold*.

You Do

- Provide children with the prefixes *re-* and *un-*. Have children come up with different ending word parts to add to the prefixes.
- List the words that children suggest. When they cannot think of any more words, count the words in the lists.
- Review the lists with children. Discuss the meanings of the *re-* and *un-* words.

► Phonics

Objective Review blending words with open and closed syllables

I Do

- Use **Large Letter Cards** or **Letter Tiles** *k, i, t, t, e, n*.
- Listen as I blend two parts of a word: /kiiit/ /təənnn/. I know that both of these parts are closed syllables because they both have a short vowel and end in a consonant. I'll put them together: *kit-ten, kitten*.
- Repeat to build and blend the words *open, sofa, helmet, and basket*.

We Do

- Display **Photo Card** *doctor* and **Letter Cards** or **Letter Tiles** *d, o, c, t, o, r*.
- Let's blend the word parts together: /dooook/ /tərrr/, /dok-tər/, *doctor*. *Doctor* begins with a closed syllable. Say it with me.
- Repeat by displaying **Photo Cards** *dolphin, hammer, insect, tiger, yogurt, and zero* and blending each word.
- Then guide children to build and blend the words *reread, refill, unclean, and unsafe*, pointing out the prefix in each word. *Re-* is an open syllable; *un-* is a closed syllable.

You Do

- Tell children that you will say some riddles and they should build the word that answers the riddle.
- Say this riddle: *This is an animal with big ears and a fluffy tail, and it likes to hop. Its name starts with /r/. Guide children to build *rabbit* in the pocket chart. Then blend the word, stretching the sounds. How many syllables does *rabbit* have?*
- Continue with these riddles and words: *What do you use to zip up your coat? (zipper) My mommy and daddy feed me, and I cry a lot. What am I? (baby) I explore the world under the water. What am I? (diver)*

Words to Know

► High-Frequency Words: *full, call, only, one*

Objective Review high-frequency words

- Say each high-frequency word, one at a time: *full, call, only, one*.
- Have children spell and write each word.
- Have children write a sentence using at least one of the high-frequency words.
- Have partners share their sentences and then read each other's sentence aloud.

ELL Model using each word in a sentence. For more support, see pages T6 and T7.

Time to Read

► Read Take-Home Book

Objective Review monitor comprehension/reread: Classify and categorize

- Reread and review "The Seasons" using the **Listening Library** audio selection. Then read the **Take-Home Book** selection together.
- Have children whisper-read the **Take-Home Book** selection independently. Listen while children read, offering guidance as necessary.
- Guide children to monitor their comprehension and to classify and categorize the information.

See **Practice Book** pages 205–206.

► After Reading

Have children respond to "The Seasons" and the **Take-Home Book** selection: *What was each selection about? How did you classify the information in each selection?*

CORRECTIVE FEEDBACK

If needed, model using the Classify and Categorize Chart to record information from the **Take-Home Book** selection.

Quick Check

Can children classify and categorize? If not, use the Additional Instruction on pp. 416–419.

► Build Fluency: Connected Text

Objective Increase reading speed

- Review the **Take-Home Book** selection and talk about the punctuation marks in the text. Have partners read the selection aloud to each other.
- Guide children to read aloud the selection with appropriate expression, pausing and stopping where the punctuation marks dictate.

► Writing

Objective Write simple sentences

- Have children write simple sentences about the **Take-Home Book** selection.
- Encourage children to include high-frequency words and two-syllable words in their sentences.
- Have children take turns reading their sentences aloud.

See the Writing lessons on page 391.

Invite children to read the **Take-Home Book** selection to their family and friends.

► Self-Selected Reading

Objective Read independently

Have children select books to read on their own. See the Online Bibliography for suggested titles.

Weekly Assessment

Have children complete the Weekly Assessment on **Assessment Book** pages 194–197.

Fluency Use the passage on **Assessment Book** pages 46–47.

Lesson 11

Grammar
Pronouns

Writing
Shared Writing

Lesson 12

More Word Work
r-Controlled Vowel /â/

Grammar
Pronouns

Writing
Interactive Writing

Lesson 13

Grammar
Mechanics

Writing
Trait: Sentence Fluency
Independent Writing:
Focus and Plan,
Prewrite and Draft

Lesson 14

More Word Work
Word Sort

Writing
Independent Writing:
Revise and Edit

Lesson 15

Writing
Independent Writing:
Publish and Present

More Word Work

Materials

- large index cards with *re-*, *redo*, *refill*, *repay*, *reread*, *retie*, *rewind*, *un-*, *uncut*, *undo*, *unlock*, *untie*, *unwind* and **spelling word even**
- pocket chart

► *r*-Controlled Vowel /â/air, are, ear

Objective Blend words with /â/air, are, ear

- Write these words on the board and read them aloud: *chair*, *care*, and *wear*. Point to the letters as you say the sounds and read each word. Listen as I say the sounds and blend the words: /ch/ /â/, /châ/; /k/ /â/, /kâ/; /w/ /â/, /wâ/.
- Circle the letters *air* in *chair*, *are* in *care*, and *ear* in *wear*. Explain that /â/ can be spelled *air*, *are*, or *ear*.
- Repeat for *fair/stair*, *dare/scare*, and *bear/pear*. Have children chorally read all the words.

► Word Sort: Prefixes *re-*, *un-*

Objective Sort words with prefixes

- Display the cards for *un-* and *even*. Guide children to read them with you. Explain that the word part *un-* can be added to the beginning of *even* to form a new word: *uneven*. Repeat with *re-* and *refill*.
- Place the cards for *redo* and *undo* in two columns in the pocket chart. Point to the letters as you pronounce the words. Explain that *re-* and *un-* are prefixes that can be added to a word to change its meaning. *Re-* means "again" and *un-* means "not."
- Hold up the card for *retie*. I'll read *retie* and clap to show the number of word parts I hear. Listen: *re-tie*. *Retie* has two syllables and two vowel sounds.
- Model placing the card for *retie* under *redo*. Repeat for other cards. Have children sort the cards by prefix and chorally read the words.

Grammar

► Pronouns

Objective Understand how to use pronouns

- Remind children that *pronouns* are words that take the place of nouns. Review that pronouns can stand for one person, place, or thing, or more than one.
- Explain to children that pronouns are often used so you do not have to repeat the noun or proper noun in your writing. Remind children that *I*, *you*, *he*, *she*, *it*, *we*, and *they* are pronouns.
- Write and read these sentences: 1. *Claire went riding. She went riding.* 2. *Paul has a bike. He has a bike.* 3. *The bike is red. It is red.* 4. *Paul and I went riding. We went riding.* 5. *Paul and Claire went home. They went home.*

Explain to children that in each group of sentences, the first sentence has a noun. Circle the noun in the first example. **The second sentence has a pronoun.** Underline the pronoun. Have children circle and underline the nouns and pronouns for the other sentences. Then have them chorally read the sentences.

- Write these words in two columns on the board:
- | | |
|---------------------|-------------|
| <i>Jack</i> | <i>they</i> |
| <i>Rose</i> | <i>he</i> |
| <i>the chair</i> | <i>she</i> |
| <i>the teachers</i> | <i>we</i> |
| <i>Bill and I</i> | <i>it</i> |

Have children match the nouns and proper nouns in the first column with the correct pronouns in the second column. Have children chorally read the noun and pronoun matches.

► Mechanics: Commas

- Remind children that we use commas in letters in the heading between the town and state and between the date and the year. We also use commas after the greeting and after the closing.

- Write and read this letter:

43 Seal Drive
Austin, Texas 73301

May 23, 2011

Dear Claire,

Thank you for your help at the fair. It
was nice of you to spend the day with us.

Your friend,
Blair

Have children point to and read aloud the lines
that have commas.

Writing Report

Objective Compose a report

► Shared Writing

- Discuss with children the different seasons in the story “The Seasons.”
- Tell children that they will be writing a report about their favorite season. Explain that a report gives true information about a topic.
- Have children tell what they like the best about their favorite season. List children’s responses.
- Use children’s responses to write sample sentences: *I like summer. I can go to the beach.*
- Point out any pronouns that children have used.

► Interactive Writing

- Ask children to describe the things they do during their favorite season. Record their responses.
- Pick an idea to write about, such as sledding.
- Model sentences by writing from the suggestions: *I like when it snows. Then I can go sledding.*
- Once a sentence is generated, repeat it several times for children. Have children share the pen to help write words or add a punctuation mark. Repeat with more sentences.
- Point out any pronouns that children have used.

► Writing Trait: Sentence Fluency

- Remind children that good writers think about how their writing sounds. Good writers check their writing by reading it aloud. If it doesn’t sound right, they make changes.
- Write and read: 1. *To make a snowman, I want.*
2. *I want to make a snowman. It is a lot of fun.*
Have children tell which sentences sound the best.

► Independent Writing

Focus and Plan

- Have children think about their favorite season.

Prewrite and Draft

- Ask children to make a list of the things they like to do during their favorite season.
- Remind children that the first sentence is the main idea sentence. It tells what the report is about. The following sentences should give details about the main idea.
- Tell children to draft three sentences for their report about activities to do in their favorite season. Remind children that the information in a report is true.

Revise and Edit

- Ask children to check the sentences they wrote about their favorite season. Have them decide if the sentences are in an order that makes sense.
- Have children work with a partner and read each other’s sentences. *Do you understand what activities you can do during your partner’s favorite season?*
- Ask children to check their words to see if they used the correct capitalization and punctuation.

ELL Have children make a drawing of themselves doing an activity in their favorite season. Write: *My favorite season is _____. I can _____ during this season.* Guide children in completing the sentence frames. Have them write the sentences under their drawings.

Publish and Present

- Have partners take turns reading their reports to the class.
- Create a class Seasons book.



Reading Triumphs

Materials

- Reading Triumphs pp. 208–209
- Practice Book p. 207
- Sound-Spelling WorkBoards
- Large Letter Cards: *e, i, o (2), r, u, w*
- Word Cards: *after, been, before, call, down, full, one, only*

- hand puppet
- markers or counters
- pocket chart

Online Resources

- **IWB** Interactive White Board Phonics Lessons

Working with Words

► Phonemic Awareness

Objective Blend syllables

Read aloud the following rhyme. Then reread it and invite children to chime in with you:

I don't want gravy on my peas,
Just cabbage and carrots, if you please.

- I Do** ■ Listen as the puppet says some words from the rhyme part by part, then blends them: /kaaab/-/iiij/, *cab-bage, cabbage*; /grrräää/-/vëëë/, *gra-vy, gravy*.

- We Do** ■ Tell children that the words *cabbage* and *gravy* each have two parts. The word *peas* has one part.
- Let's clap as we say each word part: *cab-bage, grav-y, peas*. Now, let's place one marker in a sound box on our **Sound-Spelling Workboards** for each time we clapped. For *cabbage*, we clapped twice, so we'll place two markers.
 - Repeat with *gravy* and *peas*.

- You Do** ■ Have children clap and then place markers in the sound boxes for each part of the word *carrots*. Then have children orally blend the parts.
- Repeat with *open, baby, until, and dollar*.

See **Practice Book** page 207.

CORRECTIVE FEEDBACK

Model blending *gravy* using word parts. Let's say *gravy* together like this: /gräää/-/vëëë/, *gra-vy, gravy*. Model blending *carrot*: /kaaar/-/əəət/, *car-rot, carrot*. Have children repeat. Continue with *cabbage, baby*.

Quick Check

Can children blend syllables? If not, use Additional Instruction on pp. 416–419.

► Phonics

Objective Blend words with open and closed syllables

Review Show these **Large Letter Card** spellings as children say the sounds: *oo, ou, ow, er, ir, ur*. Mix the spellings and repeat.

- I Do** ■ Write *cotton* and *lazy* on the board. *Cotton* has two word parts, or syllables. I will underline the first syllable: *cot*. This is a closed syllable. It ends in a consonant and has a short vowel sound. Repeat with *muffin*.
- *Lazy* has two syllables. I will underline the first syllable: *la*. This is an open syllable. It ends in a vowel and has a long vowel sound. Repeat with *shiny*.

- We Do** ■ Write the following words on the board: *hel/met, ab/sent, ten/nis, tun/nel, bo/nus, o/val, ba/gel*. Let's say each syllable as I point to it. Now we'll put the syllables together to read each word.
- Help children identify the first syllable of each word as open or closed.

- You Do** ■ Model how to transition from reading monosyllabic words to multisyllabic words. Have children repeat: *bin/cabin at/attic up/upset net/magnet*

IWB Online Phonics Lessons: Closed Syllables; Open Syllables

CORRECTIVE FEEDBACK

Write *lesson* on the board. Have children draw a line under each closed syllable. *Les* and *son* are both closed syllables. They both have a consonant following a short vowel. Let's blend the syllables and read: *lesson*. Repeat with *basket* and *channel*.

Quick Check

Can children blend words with open and closed syllables? If not, use Additional Instruction on pp. 416–419.

Words to Know

► Review High-Frequency Words

Objective Read and use previously introduced high-frequency words

- Review high-frequency words introduced in Unit 6, Week 3. *Let's review words we learned before.*
- Hold up **Word Cards** *full, call, only, and one* one at a time. Have children read each word.
- Have children use each word in a sentence.

► High-Frequency Words: *down, after, before, been*

Objective Read high-frequency words

- Display **Word Cards** *down, after, before, and been* in the pocket chart.
- Have children **read, spell, and write** *down*. Point to and say the word *down*. *This is the word down. It is spelled d-o-w-n. I go down the stairs.*
- Follow the same steps to introduce *after, before, and been*.
- Have children make up sentences using the words. Provide sentence starters such as *I will eat after _____ or I like to read before _____*. Write the completed sentences on the board.

CORRECTIVE FEEDBACK

Point to, say, and spell *down*. *This word is down. Point to the word and say it with me: down. It is spelled d-o-w-n. Spell it with me. What word did you spell?*

Quick Check

Can children read *down, after, before, and been*? If not, use the Additional Instruction on pp. 416–419.

► Oral Vocabulary: Planting Words

Objective Develop oral vocabulary

- **Define** Talk about the words *seed, seedling, soil, and germinate* as words that can be used to talk about growing plants.
- **Example** Use each word in a sentence. *I planted a sunflower seed.*
- **Ask** Ask children to act out being seeds in the soil that grow into little seedlings.

► Build Fluency: Word Automaticity

Objective Improve word accuracy

Display **Reading Triumphs** page 208. Read each word in “Working with Words,” blending the sounds or saying the words as you read. Have children blend or say each word after you.

Time to Read

► Read “A Tiny Seed”

Objective Read words in connected text

- Have children read aloud “Words to Know.”
- **Choral Reading** Read the story together.
- **Independent Reading** Then have children whisper-read the story independently. Listen while children read, offering guidance as necessary.
- **Partner Reading** Finally, ask children to partner-read “A Tiny Seed.”

► Write

Objective Write letters, words, and a label

- Use the **Sound-Spelling WorkBoards**. Say the sounds: /ē/, /d/, /oi/, /ou/, /l/, /gr/, /s/, /nd/, /b/, /i/, /g/. Have children write the letters. Say each word: *seed, soil, ground, begin*. Have children write each word.
- Have children write and label a picture of a seed or small plant.

ELL Write each word, blending the sounds to form the word. Then share the pen with children, having them write the letters that they know.

See Grammar and Writing lessons on pages 402–403.



Reading Triumphs

Materials

- Reading Triumphs pp. 208; 210–217
- Practice Book p. 208
- Photo Cards: *camel, hammer, insect, lemon, pizza, zipper*
- Sound-Spelling WorkBoards
- Large Letter Cards or Letter Tiles : *a, b, c, d, e, f, g, h, i, k, l, m, n(2), o(2), p(2), r(2), s, t(2), u, y*
- Word Cards: *after, been, before, down*

- hand puppet
- markers or counters

Online Resources

- **IWB** **Interactive White Board** Comprehension Lessons
- Graphic Organizer: Predictions Chart

Working with Words

► Phonemic Awareness

Objective Identify syllables

Read aloud the following rhyme. Then reread it and invite children to chime in with you:

I don't want gravy on my peas,
Just cabbage and carrots, if you please.

- I Do** ■ Listen as the puppet says each word slowly: *gravy, cabbage, carrots*. All of the words have two syllables: *gra-vy, cab-bage, car-rots*.

- We Do** ■ Ask children to say each word after you and clap for each word part: *comic, smart*.
- Listen as I say a word: *comic*. We'll clap two times because we hear two word parts; *com* and *ic*.
 - Listen as I say a word: *smart*. We'll clap one time because we only hear one word part in *smart*.
 - Continue with the words: *welcome, wish, dark, kitchen, and before*.

- You Do** ■ Display **Photo Cards** *camel, hammer, and insect*.
- Say each picture name slowly. How many word parts do you hear in each? What are they?
 - Continue with *pizza, zipper, and lemon*.

CORRECTIVE FEEDBACK

Using the sound boxes on the **Sound-Spelling WorkBoards**, model how to segment *camel*. Stretch the sounds as you drag one marker onto each box. Have children repeat. Continue with *lemon* and *zipper*.

Quick Check

Can children identify syllables? If not, use the Additional Instruction on pp. 416–419.

► Phonics

Objective Blend words with open and closed syllables

Review Show the following **Large Letter Cards** as children say each sound: *oo, ou, ow, er, ir, ur, ar, or*. Mix the spellings and repeat.

- I Do** ■ Use **Letter Cards** or **Letter Tiles** *n, a, p, k, i, n*.
- Model blending. The letters *n, a, p* stand for /nap/, the word part *nap*. The letters *k, i, n* stand for /kin/. Listen as I put the two parts of the word together: *nap-kin, napkin*. *Napkin* has two syllables.
 - Repeat with *puppet, kingdom, and lady*.

- We Do** ■ Build and blend *cobra*: /k/ /ō/ /b/ /r/ /ə/, /kōōbrrrəə/, *cobra*. Blend it with me.
- Let's change the *ra* in *cobra* to *web*. What word did we make? How many parts does this word have? Let's clap for each word part. Point out that the word *cobra* begins with an open syllable and the word *cobweb* begins with a closed syllable.
 - Repeat to build and blend *photo, helmet, crayon*.

- You Do** ■ Have children change the *ra* in *crayon* to *an*. What word did you make? How many parts does the word *canyon* have? Have children tell if *crayon* and *canyon* begin with a closed or an open syllable.
- Continue to have children build and blend words:
unfair reread basic dentist

See **Practice Book** page 208.

- ELL** For each two syllable word in the lesson, clap out the syllables. Have children repeat. Review the meanings of the words that can be shown in a concrete way. For example, hold up a puppet, or have a child model coloring with a crayon. For more support, see pages T6–T7.

See the More Word Work lessons on page 402.

Words to Know

► High-Frequency Words: *down, after, before, been*

Objective Read high-frequency words

- Hold up the **Word Cards** one at a time: *down, after, before, been*. Have children **read, spell, and write** each word.
- Then, ask children to call out the words as you point to each card. Repeat in random order at varying speeds.

CORRECTIVE FEEDBACK

Point to, say, and spell *after*. *This word is after. Point to the word and say it with me: after. It is spelled a-f-t-e-r. Spell it with me. What word did you spell?*

Quick Check

Can children read *down, after, before, and been*? If not, use the **Additional Instruction** on pp. 416–419.

► Oral Vocabulary: Planting Words

Objective Develop oral vocabulary

- Ask children to act out planting and watering a seed.
- **Define** Tell children that *germinate* means "to start growing from a seed."
- **Example** Use *germinate* in a sentence: *The seed germinates and soon grows into a seedling.*
- **Ask** *Have you ever planted a seed to germinate?*

► Build Fluency: Word Automaticity

Objective Improve word accuracy

Display **Reading Triumphs** page 208. Read each word in "Working with Words," blending the sounds or saying the words as you read. Have children blend or say each word after you. Then say the words in random order. Have children point to the word you say.

Time to Read

► Read "Let's Plant Seeds"

Objective Monitor comprehension/reread: Make predictions

Before Reading Preview the selection by reading aloud the title. *What will this selection be about?*

- Help children set a purpose for reading: *What do you think you will learn from this selection? Let's find out.*
- Have children read aloud "Words to Know."

During Reading Read the selection together. Before reading, use a Predictions Chart to record children's ideas. Guide children in a choral reading, pausing to check comprehension. After page 211, ask: *What do you do first?* After page 213: *What do the plants drink?* After page 215: *What is inside the plant?*

After Reading Remind children that as they read they can use the details in the selection to make predictions about what will happen next. *As we read we can think about what event might happen next.* Display **Reading Triumphs** page 211. *On this page we read that the first step in planting is to dig holes. The next step is to put the seeds in the holes. The next step is to wait. I can use this information to predict that the next event will be that the plants begin to grow.*

IWB **Online Comprehension Lessons:** Make and Confirm Predictions

► Comprehension Check: **Text Evidence**

Display page 217. Guide children to retell the selection. Have them use the evidence in the text and the illustrations to answer the **Think About It** questions.

► Write

Objective Write letters, words, and descriptions

- Use the **WorkBoards**. Say the sounds: /g/, /a/, /gr/, /b/, /ō/, /i/, /dr/, /ē/, /n/, /nk/. Have children write the letters and each word: *began, grow, drink.*
- Have children write a description of one of the steps of planting.

See Grammar and Writing lessons on pages 402–403.



Reading Triumphs

Materials

- Reading Triumphs pp. 208; 210–216
- Practice Book pp. 209–210
- Sound-Spelling WorkBoards
- Large Letter Cards: *a, i, g, h, o, w, y*
- Photo Cards: *baby, balloon, cherry, hammer, koala, ladybug, pizza, pumpkin, rabbit, yogurt, zero*
- Word Cards: *after, been, before, down*

- Comprehension Cards
- hand puppet
- pocket chart

Online Resources

- **IWB** Interactive White Board Comprehension Lessons
- Graphic Organizer: Predictions Chart

Working with Words

► Phonemic Awareness

Objective Segment words into syllables

Read aloud the following rhyme. Then read it again and invite children to chime in with you:

Inside of the box there was candy,
A present for Stevie and Mandy.

I Do Listen as the puppet says a word and then separates it into parts: *candy*, /kaaann/ /dēēē/; *present*, /prreeeezz/ /əənnnt/.

- We Do**
- Let's say the word *inside* together. Now let's clap for each word part we hear in *inside*. Let's place markers on the sound boxes on the **Sound-Spelling Workboard** to show how many syllables we hear in *inside*.
 - Place two markers in the sound boxes for *inside*.
 - Repeat with *candy*, *Stevie*, and *Mandy*.

You Do Have children say each word, clap the sounds, and then place the markers in the sound boxes to represent each word part: *crayon*, *over*, *rebuild*, and *unable*.

CORRECTIVE FEEDBACK

Let's say the words *ten* and *tennis* together. We can hear that *ten* has one word part and *tennis* has two: /teeennn/, /teeennn-nnnəəs/. Let's clap for each word part. Repeat with *can*, *candy* and *side*, *inside*.

Quick Check

Can children segment words into syllables? If not, use the Additional Instruction on pp. 416–419.

► Phonics

Objective Blend words with open and closed syllables

Review Show each of the following **Letter Cards** and sets as children say each sound: *i, igh, y, o, oa, ow*.

- I Do**
- Write the words *dragon* and *tiger* on the board.
 - Draw a line under *drag*. *Dragon* has two word parts, or syllables. I know that this is a closed syllable because of the short *a* and the consonant at the end. Draw a line under *ti*. *Tiger* also has two syllables. I know that this is an open syllable because of the long *i* at the end of the syllable. Repeat with *oval* and *cactus*.

- We Do**
- Display **Photo Cards** *balloon, cherry, baby, pizza, and ladybug*.
 - Which picture names have open syllables?
 - Write *baby* and *ladybug* on the board.
 - Which picture names have closed syllables?
 - Write *balloon, cherry, and pizza* on the board.
 - Repeat with **Photo Cards** *hammer, zero, koala, yogurt, rabbit, and pumpkin*.

You Do Write these words on index cards: *even, repeat, zipper, tiny, helmet, final*. Have pairs of children read each word and sort them based on if they begin with an open syllable or a closed syllable.

► Structural Analysis

Objective Read possessives with 's

- Explain that an apostrophe and *s* ('s) added to the end of a word can show ownership or possession.
- Write *the cat's claws* on the board. Underline the 's in *cat's*. *The cat's claws* means "the claws that belong to the cat." Repeat with *the bird's beak* and *the girl's scarf*.
- Guide children to write 's after their name and write a sentence about something they own.

Words to Know

► High-Frequency Words: *down, after, before, been*

Objective Read high-frequency words

- Display **Word Cards** *down, after, before, and been* in the pocket chart.
- Say the word *down*. Have children find and spell it aloud.
- Follow the same steps to review *after, before, and been*.

See **Practice Book** page 209.

► Oral Vocabulary: Planting Words

Objective Develop oral vocabulary

- **Discuss** Remind children that *seed, seedling, soil, and germinate* are words that can be used to talk about growing plants. *Seeds need water in order to germinate.*
- **Connect** Have children use the words as they share experiences growing or seeing plants.

► Build Fluency: Word Automaticity

Objective Improve word accuracy

Display **Reading Triumphs** page 208. Read each word in “Working with Words,” blending the sounds or saying the words as you read. Have children blend or say each word after you.

Reread Have children **reread** the previous story from **Reading Triumphs**. Circulate and listen in.

Time to Read

► Read “Let’s Plant Seeds”

Objective Monitor comprehension/reread: Make predictions

- **I Do** ■ Remind children that as they read they can use the information to make predictions about what will come next in the selection.
- *As I reread “Let’s Plant Seeds,” I can use the details and information to think about what will happen next in the selection.*

We Do ■ Guide children in a rereading of “Let’s Plant Seeds.” Pause on page 213. *We read that after the shoots drink water, they grow into baby plants. We can predict what will happen next. We predict that the plants will continue to grow and will become bigger. Let’s read the next page to see if our prediction was correct. Yes, it was. Now the plants are tall.*

You Do ■ Have partners reread “Let’s Plant Seeds” together. Tell children to use the information to make predictions about what will happen next. Guide them to use the evidence in the text and illustrations and to record their ideas and confirm their predictions on the Predictions Chart.

See **Practice Book** page 210.

ELL Provide sentence starters to help children make predictions about “Let’s Plant Seeds”: *I read that _____. I think that next _____. For more support, see pages T6 and T7.*

IWB **Online Comprehension Lessons:** Make and Confirm Predictions

CORRECTIVE FEEDBACK

If children cannot make predictions, use **Comprehension Cards: Make Predictions**.

Quick Check

Can children make predictions? If not, use the Additional Instruction on pp. 416–419.

► Write

Objective Write letters, words, and captions

- Use the **Sound-Spelling WorkBoards**. Say the sounds: /a/, /ō/, /pl/, /ē/, /gr/, /n/, /nt/. Have children write the letters. Say each word: *plant, grow, green*. Have children write each word.
- Have children draw a picture of and write captions about a garden they have seen or read about.

See Grammar and Writing lessons on pages 402–403.



Reading Triumphs

Materials

- Reading Triumphs pp. 208; 210–216
- Large Letter Cards: *a, b, c, d, e (2), f, g, i, k, l (2), m, n (2), o (2), p, r (2), s, t (2), u, v, y*
- Sound-Spelling WorkBoards
- Word Cards: *after, been, before, down*
- hand puppet

Working with Words

► Phonemic Awareness

Objective Add syllables

Read aloud the following rhyme. Then reread it and invite children to chime in with you:

Inside of the box there was candy,
A present for Stevie and Mandy.

- I Do**
- Use the puppet to model how to add syllables.
 - Listen as I say a word: *can*. I will add the word part *dy* to end of *can* and blend the parts. Now I have a new word: *candy*. Repeat with *inside* and *puppet*.

- We Do**
- Say the word *sand*. We can add different word parts to *sand* to make new words. Let's try the word part *wich*. What word do we have when we add *sand* to *wich*? Yes, *sandwich*.
 - Repeat this procedure for *kingdom*, *unlock*, *recount*, and *donut*.

- You Do**
- Provide children with an initial word part such as *in* or *mid*. Have children come up with different word parts to add to the initial word part.
 - Record the words they come up with in groups based on the initial word part.

ELL For each two-syllable word in the lesson, clap out the syllables. Have children repeat. Listen as I say a word: *sandwich*. I will clap for each part in *sandwich*: *sand-wich*. Clap with me as we say the word together. Repeat with *candy* and *donut*. For more support, see pages T6–T7.

► Phonics

Objective Blend words with open and closed syllables

Review Show these **Large Letter Card** spellings as children say the long *e* sound: *e, ea, ee, y*. Mix the cards and repeat.

- I Do**
- Use **Letter Cards** or **Letter Tiles** *p, l, a, s, t, i, c*.
 - The letters *p, l, a, s* stand for /plas/. *Plas* has a short vowel followed by a consonant, so it is a closed syllable. The letters *t, i, c* stand for /tik/. Listen as I blend the parts together: /plllaaasssttiik/, *plastic*.

- We Do**
- Let's change the *tic* in *plastic* to *ter*. What word did we make? Let's blend the sounds. How many syllables are there? Repeat with *protect*, *racket*, *favor*.
 - Now let's change the *fa* in *favor* to *fla*. What word did we make? Let's blend: /fffllllääävvvääærrr/, *flavor*. How many syllables do you hear?

- You Do**
- Guide children to change the *flav* in *flavor* to *doct*.
 - What word did you make? Blend the sounds in this word. How many syllables are in *doctor*?
 - Have children continue to change letters to make *motor*, *rotor*, *rover*, *over*, and *open*.

See the More Word Work lessons on page 402.

CORRECTIVE FEEDBACK

Give six children **Letter Cards** *m, a, g, n, e, t*. Model blending *mag*. Have the three children with *m, a, g* stand together as you help them blend the sounds of the first syllable. Repeat for *net*. Then have all six students stand together and say the syllables together: /mmmaaag-nnnææt/, *magnet*. Continue with *bon-net*, *bo-nus*, and *pro-gram*.

Quick Check

Can children blend with open and closed syllables? If not, use the Additional Instruction on pp. 416–419.

Words to Know

► High-Frequency Words: *down, after, before, been*

Objective Read high-frequency words

- Place **Word Cards** *down, after, before, and been* facedown.
- Tell children that you will turn over the **Word Cards** one at a time for them to read.
- Turn the cards over one at a time. Have children chorally call out each word.
- Mix and repeat.

CORRECTIVE FEEDBACK

Point to, say, and spell *before*. *This word is before.* Point to the word and say it with me: *before*. It is spelled *b-e-f-o-r-e*. Spell it with me. What word did you spell? Let's use it in a sentence to tell about something we did before something else.

Quick Check

Can children read *down, after, before, and been*? If not, use the Additional Instruction on pp. 416–419.

► Oral Vocabulary: Planting Words

Objective Develop oral vocabulary

- **Confirm** Remind children that *seed, seedling, soil, and germinate* are words that can be used to talk about growing plants.
- **Discuss** Talk about other words used to describe planting, such as *watering* and *trimming*.
- **Connect** Invite children to use the words as they talk about plants.

For Additional Instruction, see pages 416–419.

► Build Fluency: Word Automaticity

Objective Improve word accuracy

Display **Reading Triumphs** page 208. Read each word in "Working with Words," blending the sounds or saying the words as you read. Have children blend or say each word after you. Reread each row, asking children to echo-read.

Reread Have children **reread** the previous story from **Reading Triumphs**. Circulate and listen in.

Time to Read

► Read "Let's Plant Seeds"

Objective Monitor comprehension/reread: Make predictions

I Do Before Reading Tell children that as they read "Let's Plant Seeds" again, they can check to make sure they understand what they've read. *We should check to make sure we understand what we have read. If we are not sure, we can reread the text.*

We Do During Reading Reread the selection together, pausing as needed to support children's comprehension. Model monitoring comprehension by rereading. On page 214, say: *I am not sure I understand why it will soon be time to pick the plants. We can reread the text. When we reread, I understand that the plants have grown a lot and have been in the soil for a long time and now they are almost ready to be picked.*

You Do After Reading Have pairs of children reread the selection together. Prompt partners to check that they understand what they have read. Guide children to reread the text that they did not understand.

► Build Fluency: Connected Text

Objective Model fluency

Choral-Read Read parts of "Let's Plant Seeds" at a natural pace. Then ask children to read it with you at the same pace. Set a timer and read a page together before the timer goes off.

► Write

Objective Write letters, words, and sentences

- Use the **Sound-Spelling WorkBoards**. Say the sounds: /ē/, /ō/, /i/, /gr/, /k/, /n/, /p/. Have children write the letters. Say each word: *grow, pick, green*. Have children write each word.
- Have children write about the plants in "Let's Plant Seeds."

See the Writing lessons on page 403.



Reading Triumphs

Materials

- Reading Triumphs pp. 210–216
- Take-Home Book; Practice Book pp. 211–212
- Listening Library
- Assessment Book
- Large Letter Cards: *a, b, c (2), d, e, g, h, i, k, l, m, n, o (2), p (2), r, t (2), u, y, z*
- Letter Tiles
- Photo Cards: *barn, camel, doctor, doll, dolphin, hippo, horse, kitten, koala, lemon, pumpkin, tiger, toys, yogurt, zero*
- Comprehension Cards
- Online Resources
- Bibliography

Working with Words

► Phonemic Awareness

Objective Review syllable manipulation

- I Do**
- Listen as I say a word: *cabin*. Say it with me: *cabin*. *Cabin* has two syllables, *cab* and *in*.
 - I can take away the *cab* from *cabin* and replace it with *rob*. Now I can blend the two word parts together to get a new word: *robin*.
 - Repeat this procedure with *plastic*, *music*, and *basic*.

- We Do**
- Say the word *ham*. We can add different word parts to *ham* to make new words. Let's try the word part *mer*. What word do we have when we add *ham* to *mer*? Yes, *hammer*. Notice that our new word has two parts, or syllables.
 - Repeat by replacing different word parts with the words *active*, *human*, and *open*.

- You Do**
- Place the following **Photo Cards** facedown: *camel, barn, doll, dolphin, hippo, koala, horse, pumpkin, zero, toys, yogurt*.
 - Ask children to take turns turning cards faceup. Have each child say the name of his or her photo aloud and then clap the syllables.
 - Have the other children chorally say each word and clap its syllables after the child holding the **Photo Card** has taken his or her turn. Guide children as needed.

► Phonics

Objective Review blending words with open and closed syllables

- I Do**
- Display **Letter Cards** or **Letter Tiles** *b, l, a, n, k, e, t*.
 - Listen as I blend two parts of a word: /blɪllaanɪn/ /kæət/. I know that both of these parts are closed syllables because they both have a short vowel and end in a consonant. I'll put them together: *blan-ket, blanket*.
 - Repeat to build and blend the words *lady, zipper, item*, and *basket*, identifying each first syllable as either open or closed.

- We Do**
- Display **Photo Card** *camel* and **Letter Cards** or **Letter Tiles** *c, a, m, e, l*.
 - Let's blend the word parts together: /kaaammm/ /æəlɪl/, /kam-əl/, *camel*. *Camel* begins with a closed syllable.
 - Repeat by displaying **Photo Cards** *doctor, hippo, kitten, lemon, tiger, yogurt*, and *zero* and blending each word.

- You Do**
- Tell children that you will say some riddles and they should build the word that answers the riddle.
 - Say this riddle: *When we eat outside on a checkered cloth, what are we having?* Guide children to build *picnic*, then blend the word, stretching the sounds. *How many syllables does the word picnic have?*
 - Continue with these riddles and words: *What is an orange fruit that you carve on Halloween? (pumpkin) I am a type of house made of logs, often found in the woods. What am I? (cabin) I am a round food with a hole in the middle that some people eat for breakfast. What am I? (bagel or doughnut)*

Words to Know

► High-Frequency Words: *down, after, before, been*

Objective Review high-frequency words

- Say each high-frequency word, one at a time: *down, after, before, and been*.
- Have children spell and write each word.
- Have children write a sentence using at least one of the high-frequency words.
- Have partners share their sentences and then read each other's sentence aloud.

ELL Model using each word in a sentence. For more support, see pages T6 and T7.

Time to Read

► Read Take-Home Book

Objective Review monitor comprehension/reread: Make predictions

- Reread and review "Let's Plant Seeds" using the **Listening Library** audio selection. Then read the **Take-Home Book** selection with children.
- Have children whisper-read the **Take-Home Book** selection independently. Listen while children read, offering guidance as necessary.
- Ask children to make predictions as they read the **Take-Home Book** selection and to reread what they do not understand.

See **Practice Book** pages 211–212.

► After Reading

Have children respond to "Let's Plant Seeds" and the **Take-Home Book** selection by sharing the predictions they made as they read. Guide them to discuss any passages they did not understand and that they reread.

CORRECTIVE FEEDBACK

If children cannot make predictions, use **Comprehension Cards: Make Predictions**.

Quick Check

Can children make predictions? If not, use the **Additional Instruction** on pp. 416–419.

► Build Fluency: Connected Text

Objective Increase reading speed

- Have pairs of children take turns reading aloud the **Take-Home Book** selection to each other. Before they begin reading, set a timer.
- Encourage children to read aloud the selection using a natural pace and to finish before the timer goes off.

► Writing

Objective Write and share simple sentences

- Have children write simple sentences about the **Take-Home Book** selection.
- Encourage children to use the high-frequency words and two-syllable words.
- Invite children to share and compare their sentences with others.
- Invite children to take turns reading their sentences aloud.

See the Writing lessons on page 403.

Invite children to read the **Take-Home Book** selection to their family and friends.

► Self-Selected Reading

Objective Read independently

Have children select books to read on their own. See the Online Bibliography for suggested titles.

Weekly Assessment

Have children complete the Weekly Assessment on **Assessment Book** pages 198–201.

Fluency Use the passage on **Assessment Book** pages 46–47.

Lesson 16

Grammar
Using *I* and *Me*

Writing
Shared Writing

Lesson 17

More Word Work
Possessives

Grammar
Using *I* and *Me*

Writing
Interactive Writing

Lesson 18

Grammar
Mechanics

Writing
Trait: Presentation
Independent Writing:
Focus and Plan,
Prewrite and Draft

Lesson 19

More Word Work
Word Sort

Writing
Independent Writing:
Revise and Edit

Lesson 20

Writing
Independent Writing:
Publish and Present

More Word Work

Materials

- large index cards with *baby, crazy, dinner, lady, pencil, pilot, tiger, window, winner, yellow, zebra* and **spelling words** *happen, open, tiny*
- pocket chart

► Possessives

Objective Blend possessives

- Write and read aloud: *the man's coat*. Underline the 's in *man's*. Explain to children that *the man's coat* means that "the coat belongs to the man."
- Repeat with the words: *the girl's hat, the boy's game, and the cat's toy*. Have children name each thing that is owned.
- Remind children that we use an apostrophe and s at the end of many nouns to show that someone owns something.

► Word Sort: Open and Closed Syllables

Objective Sort words with open and closed syllables

- Place the cards for the words *baby* and *happen* in two columns in the pocket chart. Clap out the syllables for *baby* and pronounce it. *Ba-by* has two syllables, or word parts. A syllable always has a vowel sound. The first syllable, *ba-*, has a long /ā/ sound. Explain that an open syllable ends in a long vowel sound.
- Repeat for *happen*. *Hap-pen* has two syllables. The first syllable has a short *a* sound and is followed by the letter *p*. Explain that a closed syllable has a short vowel sound that is followed by a consonant.
- Hold up the card for *lady*. Pronounce the word. Model placing the card for *lady* under *baby*. Then have children sort the words by first syllable (open or closed) and read all the words.

Grammar

► Using *I* and *Me*

Objective Understand how to use *I* and *me*

- Remind children that the subject of the sentence is what the sentence is about and that the predicate is what the subject is or is doing.
- Write and read aloud: *I like to read*. Tell children to name the subject of the sentence. Circle *I*. Then have them identify the predicate. Underline *like to read*.
- Write the following sentences on the board:
I like to play ball.
Will you play with me?
- Read the two sentences while tracking the print. Explain that we use *I* as the subject of a sentence and that *I* is always capitalized. Circle *I* in the first sentence.
- Explain that we use *me* in the predicate of a sentence. Underline *play with me* in the second sentence.
- Remind children that the words *I* and *me* are called pronouns.
- Explain that when you speak of another person or thing and yourself in the same sentence, you should always mention yourself last.
Write and read: *Sally and I like to play ball. Will you play ball with Sally and me?*
- Write these sentences on the board:
 1. *My mom and (I, me) went to the park.*
 2. *(I, me) wanted to see the flowers.*
 3. *My mom let (I, me) buy seeds.*
 4. *The seeds are for my sister and (I, me).*
 Read the sentences and have children identify the correct pronoun. Then have them chorally read the sentences.

► Mechanics: Capitalizing I

- Remind children that the pronoun *I* is always written with a capital letter.
- Write and read these sentences:
i have an older sister. She and i share a room.
Have children identify the words that need to be capitalized.

Writing

How-to Article

Objective Compose a how-to article

► Shared Writing

- Discuss with children the different steps in planting seeds in the story “Let’s Plant Seeds.”
- Tell children that they will be writing a how-to article about how to care for a plant.
- Have children recall what plants need. List children’s responses.
- Use children’s responses to write sample sentences: *Plants need water. They need light.*
- Point out any pronouns children have used.

► Interactive Writing

- Ask children to think about the different indoor plants they have in their homes or see in buildings. Record their responses.
- Have children think about what they learned in the story about how plants grow. Ask them to think about things to do to take care of a plant.
- Model sentences by writing from the suggestions: *Place the plant in a window. Give it water.*
- Once a sentence is generated, repeat it several times for children. Have children share the pen to help write words or add a punctuation mark. Repeat with more sentences.
- Point out any pronouns that children have used.

► Writing Trait: Presentation

- Explain to children that good writers use their best handwriting when they write their final draft.
That makes it easy for others to read.

- Point out that good writers make sure they leave a space between words. Write and read:

1. *The plant begins to grow.*
2. *It gets bigger every day.*

Have children tell which words need spaces between them. Track the print and have children repeat.

► Independent Writing

Focus and Plan

- Have children pretend that they have a plant that they want a friend to take care of for a week. Ask children to think of how they would tell the friend to take care of the plant.

Prewrite and Draft

- Tell children to make a list of the things they would do to take care of the plant. Suggest that they look at the story to help them with their list.
- Remind children that a how-to article tells how to do something step by step, in the correct order.
- Tell children to draft two or three how-to sentences. Remind children that the most important information should be included.

Revise and Edit

- Ask children to check the sentences they wrote about caring for a plant. Have them decide if the sentences are in an order that makes sense.
- Have children work with a partner and read each other’s sentences. *Do you understand the directions?*
- Ask children to check their words to see if they used the correct capitalization and punctuation.

ELL Have children make a drawing of a plant. Write: *First, I _____. Then, I _____. Ask children how they would care for the plant. Guide children in completing the sentence starters. Then have them write the sentences at the bottom of their drawings.*

Publish and Present

- Have partners take turns reading their how-to sentences to the class.
- Create a class How to Take Care of Plants book.



Reading Triumphs

Materials

- Reading Triumphs pp. 218–219
- Practice Book p. 213
- Sound-Spelling WorkBoards
- Large Letter Cards: *a, o, u, w*
- Sound-Spelling Card: *Turtle*
- Word Cards: *after, always, around, been, before, down, laugh, their*

- hand puppet
- markers or counters
- pocket chart

Online Resources

- **IWB** Interactive White Board Phonics Lessons

Working with Words

Phonemic Awareness

Objective Blend syllables

Read aloud the following rhyme. Then reread it and invite children to chime in with you:

My turtle walked with a silly wiggle
And I let out a little giggle!

I Do Listen as the puppet says words from the rhyme slowly and then strings together the word parts, or syllables: *turtle*, /tûr-təl/; *little*, /lit-təl/; *wiggle*, /wig-gəl/.

We Do ■ Tell children that the words *turtle*, *wiggle*, *little*, and *giggle* end with the sounds /əl/.

■ Say *turtle* and *wiggle* aloud. Let's blend these words: *turtle*, /tûûrrrtəlll/; *wiggle*, /wwwiigəlll/. Listen for /əl/ at the end of each word.

■ Repeat with *apple/table* and *freckle/puzzle*.

You Do ■ Model how to place two markers in the sound boxes on the **Sound-Spelling WorkBoard** for each syllable in the word *turtle*.

■ Ask children to orally blend the syllables as you point to each marker.

■ Repeat with *apple, simple*, and *bubble*.

See **Practice Book** page 213.

CORRECTIVE FEEDBACK

Model how to blend *puzzle*. Let's say the word *puzzle* this way: /puuu/ /zzzəlll/, *puzzle*. Now let's blend *puzzle*: /puuuzzzəlll/, *puzzle*. Continue with *simple* and *pebble*.

Quick Check

Can children blend phonemes? If not, use the Additional Instruction on pp. 416–419.

Phonics

Objective Blend words with final stable syllables

Review Show these **Large Letter Cards** as children say the sounds: *au, aw, oa, ow*. Mix the cards; repeat.

I Do ■ Point to the *Turtle Sound-Spelling Card*. This is a turtle. I can hear the /əl/ sounds at the end of *turtle*.

■ Write *turtle* on the board. Circle the letters *le* and underline the second *t*. The letters *l* and *e* together stand for the /əl/ sounds when they follow a consonant. These are the sounds at the end of *turtle*. Listen to each of the word parts: /tûr/ /təl/.

■ The *le* at the end of a word and the consonant just before it are all in the same syllable.

■ Repeat with the words *table, puddle*, and *apple*.

We Do ■ Write *apple* on the board. Circle the letters *le* and underline the second *p*. Have children say /əl/.

■ Listen as I point to the letters and say the syllables in *apple*: /ap/ /pəl/. Let's blend the sounds: /aaapəlll/, *apple*. I hear the /əl/ sounds at the end of *apple*.

■ Repeat with *bubble, purple*, and *circle*.

You Do Model blending these words, syllable by syllable. Then have children repeat.

middle freckle title puddle little

IWB Online Phonics Lessons: Final Stable Syllables

CORRECTIVE FEEDBACK

Write *middle* on the board. Have children underline the *le* in *middle*. This stands for the /əl/ sounds in *middle*: /mid/ /dəl/, *middle*. Let's blend *middle*: /mmiiddəlll/, *middle*. Repeat with *riddle* and *table*.

Quick Check

Can children blend words with /əl/le? If not, use the Additional Instruction on pp. 416–419.

Words to Know

► Review High-Frequency Words

Objective Read and use previously introduced high-frequency words

- Review high-frequency words introduced in Unit 6, Week 4. *Let's review words we learned before.*
- Hold up **Word Cards** *down, after, before, and been* one at a time. Have children read each word.
- Have children use each word in a sentence.

► High-Frequency Words: *their, always, around, laugh*

Objective Read high-frequency words

- Display **Word Cards** *their, always, around, and laugh* in the pocket chart.
- Have children **read, spell, and write** *their*. Point to and say *their*. *This is the word their. It is spelled t-h-e-i-r. I went to their house for lunch.*
- Follow the same steps to introduce *always, around, and laugh*.
- Have children make up sentences using the words. Provide sentence starters such as *I always like to eat ____ or We ran around the ____*. Write the completed sentences on the board.

CORRECTIVE FEEDBACK

Point to, say, and spell *their*. *This word is their. Point to the word and say it with me: their. It is spelled t-h-e-i-r. Spell it with me. What word did you spell?*

Quick Check

Can children read *their, always, around, and laugh*? If not, use the Additional Instruction on pp. 416–419.

► Oral Vocabulary: Sound Words

Objective Develop oral vocabulary

- **Define** Talk about the words and phrases *trip, trap, glug, bang, and kerplunk* as words that we can use to describe the sounds we hear.
- **Example** Use each word in a sentence. *The water goes "glug glug" as it pours out of the bottle.*
- **Ask** Have children use the words as they describe the sounds that different things make.

► Build Fluency: Word Automaticity

Objective Improve word accuracy

Display **Reading Triumphs** page 218. Read each word in "Working with Words," blending the sounds or saying the words as you read. Have children blend or say each word after you.

Time to Read

► Read "Five Little Frogs"

Objective Read words in connected text

- Have children read aloud "Words to Know."
- **Choral Reading** Read the story together.
- **Independent Reading** Then have children whisper-read the story independently. Listen while children read, offering guidance as necessary.
- **Partner Reading** Finally, ask children to partner-read "Five Little Frogs."

► Write

Objective Write letters, words, and sentences

- Use the **Sound-Spelling WorkBoards**. Say the sounds: /ə/, /o/, /sw/, /l/, /fr/, /a/, /t/, /m/, /z/, /b/, /i/, /k/, /g/. Have children write the letters. Say each word: *frogs, little, swam, back*. Have children write each word.
- Have children write about the frogs in "Five Little Frogs."

ELL Write each word, blending the sounds to form the word. Then share the pen with children, having them write the letters that they know.

See Grammar and Writing lessons on pages 414–415.



Reading Triumphs

Materials

- Reading Triumphs pp. 218; 220–227
- Practice Book p. 214
- Sound-Spelling WorkBoards
- Large Letter Cards: *a, b (3), c (2), e (2), f, g (3), j, k, l, o (2), p (2), r, s, t, u, w*
- Letter Tiles
- Word Cards: *always, around, laugh, their*

- hand puppet
- markers or counters

Online Resources

- **IWB** **Interactive White Board** Comprehension Lessons
- Graphic Organizer: Character and Setting Chart

Working with Words

Phonemic Awareness

Objective Identify syllables

Read aloud the following rhyme. Then reread it and invite children to chime in with you:

My turtle walked with a silly wiggle
And I let out a little giggle!

I Do Listen as the puppet strings together the sounds in each word, says the word, and repeats the sounds at the end of that word: /llliitælll/, *little*, /æl/; /giiigælll/, *giggle*, /æl/.

- We Do**
- Ask children to say each word after you, stretching the sounds: *turtle*, *little*, *wiggle*.
 - What sounds do you hear at the end of each word? Let's say them together: /æl/.
 - Listen as I say the syllables in each word: /tûr/ /tæl/, *turtle*; /lit/ /tæl/, *little*; /wig/ /gæl/, *wiggle*.

- You Do**
- Tell children that you will say three words. Ask children to listen for words with /æl/ at the end and say them after you. Say: *puddle*, *diver*, *apple*.
 - Repeat with *noodle*, *title*, *gorilla* and *feather*, *bottle*, *giggle*.

CORRECTIVE FEEDBACK

Using the sound boxes on the **Sound-Spelling WorkBoards**, segment *wiggle* into syllables. Stretch the sounds as you drag one marker for each syllable onto a box. Have children repeat. Repeat with *bottle*, *title*, and *turtle*.

Quick Check

Do children recognize the /æl/ sound?
If not, use the Additional Instruction on pp. 416–419.

Phonics

Objective Blend words with final stable syllables

Review Show each of the following **Large Letter Card** spellings for /ü/ and /ü/ as children say the sounds: *oo*, *ou*, *ew*. Mix the spellings and repeat.

- I Do**
- Use **Letter Cards** or **Letter Tiles** *t, a, b, l, e*.
 - Model blending. The *t* stands for the sound /t/. The *a* stands for /ä/. The *b* stands for /b/. The letters *le* stand for /æl/ when they follow a consonant. Now listen as I blend all the sounds: /tääbælll/, *table*.
 - Repeat with *bubble*, *circle*, and *freckle*.

- We Do**
- Build the word *table* again. Point to the *le* at the end. Have children chorally say /æl/.
 - Let's segment the word parts and then blend *table*: /tä/ /bæl/, /tääbælll/, *table*. What sounds do you hear at the end of the word?
 - Now let's change the *t* in *table* to *f*. What word did we make? Let's say the syllables. What sounds do you hear at the end of the word?
 - Repeat with *stable*, *able* and *giggle*, *wiggle*.

- You Do**
- Guide children to change the *w* in *wiggle* to *j*. What word did you make? What sound do you hear at the end of the word?
 - Continue to have children build and blend words
juggle pebble purple eagle beetle

See **Practice Book** page 214.

ELL Make the sounds /æl/, point out correct mouth position, and have children repeat. As children say words with /æl/ in the lesson, review the meanings of words that can be demonstrated in a concrete way. For example, draw a circle on the board, or point to the color purple. For more support, see pages T6–T7.

See the More Word Work lessons on page 414.

Words to Know

► High-Frequency Words: *their, always, around, laugh*

Objective Read high-frequency words

- Hold up the **Word Cards** one at a time: *their, always, around, and laugh*. Have children **read, spell, and write** each word.
- Then point to each **Word Card**. Ask children to call out each word as you point to it. Repeat in random order at varying speeds.

CORRECTIVE FEEDBACK

Point to, say, and spell *always*. *This word is always. Point to the word and say it with me: always. It is spelled a-l-w-a-y-s. Spell it with me. What word did you spell?*

Quick Check

Can children read *their, always, around, and laugh*? If not, use the **Additional Instruction** on pp. 416–419.

► Oral Vocabulary: Sound Words

Objective Develop oral vocabulary

- Ask children if they've ever heard something fall in the water. *What sound did it make?*
- **Define** Tell children that *kerplunk* can stand for the sound something big makes when it falls in the water.
- **Example** Use *kerplunk* in a sentence: *The rock went "kerplunk" when I tossed it into the pond.*
- **Ask** *What else might make a kerplunk sound?*

► Build Fluency: Word Automaticity

Objective Improve word accuracy

Display **Reading Triumphs** page 218. Read each word in "Working with Words," blending the sounds or saying the words as you read. Have children blend or say each word after you. Then say the words in random order. Have children point to the word you say.

Time to Read

► Read "Three Billy Goats"

Objective Monitor comprehension/reread:

Character and setting

Before Reading Preview the story by reading aloud the title. *What might this story be about?*

- Help children set a purpose for reading: *What might the three billy goats do? Lets find out.*
- Have children read aloud "Words to Know."

During Reading Read the story together. Use a Character and Setting Chart to record children's ideas. Guide children in a choral reading, pausing to check comprehension. After page 221, ask: *What will taste good with a pickle?* After page 223: *What will taste good with a sliced apple?* After page 225: *What will taste good on top of noodles?*

After Reading Remind children that as they read they can think about the characters and the setting. *The characters are the people or animals the story is about. The setting is where the story takes place.* Display **Reading Triumphs** page 220. *The first page of this story introduces the main characters. They are three billy goats. There is also a mean troll. This page also tells us that the setting of the story is a bridge that leads to grass.*

IWB **Online Comprehension Lessons:** Character, Setting, Plot

► Comprehension Check: **Text Evidence**

Display page 227. Guide children to retell the story. Have them use the evidence in the text and the illustrations to answer the **Think About It** questions.

► Write

Objective Write letters, words, and a description

- Use the **WorkBoards**. Say the sounds: /ə/, /ē/, /d/, /p/, /ü/, /m/, /z/, /i/, /n/, /k/. Have children write the letters and words: *mean, noodles, pickle.*
- Have children write about one of the characters in "Three Billy Goats."

See Grammar and Writing lessons on pages 414–415.



Reading Triumphs

Materials

- Reading Triumphs pp. 218; 220–226
- Practice Book pp. 215–216
- Sound-Spelling WorkBoards
- Large Letter Cards: *a, c, d, e, i, k, l, n, o* (2), *p, r, s, t* (2), *u*
- Photo Cards: *apple, ball, girl, juggle, July, mule, nail, quarter, table*
- Word Cards: *always, around, laugh, their*

- Comprehension Cards
- hand puppet

Online Resources

- **IWB** Interactive White Board Comprehension Lessons
- Graphic Organizer: Character and Setting Chart

Working with Words

► Phonemic Awareness

Objective Segment phonemes

Read aloud the following rhyme. Then read it again and invite children to chime in with you:

An eagle gave an apple to a poodle,
Who ate it along with a big noodle!

- I Do** ■ Listen as the puppet says each syllable in a word: /ē/ /gəl/, *eagle*; /nū/ /dəl/, *noodle*.

- I hear the /əl/ sounds at the end of these words.

- We Do** ■ Place markers in the sound boxes on the **Sound-Spelling WorkBoard** for the syllables in *noodle*. Let's say the word *noodle* together. There are two markers to stand for two word parts, or syllables: /nū/ /dəl/. Let's say the sounds for the syllables in the word *noodle* again.

- Repeat with *poodle, apple, and simple*.

- You Do** ■ Have children place markers in the sound boxes for the syllables in the word *puzzle*, placing one marker as they say each syllable.
- Have children repeat to segment other /əl/ words, such as *cattle, bubble, jungle, and sample*.

CORRECTIVE FEEDBACK

Listen as I say this word: *pebble*. Now listen as I say each syllable in *pebble*: /peb/ /bəl/. What sounds do you hear at the end of *pebble*? Let's say the sounds together: /əl/. Repeat with *freckle, rattle, and middle*.

Quick Check

Can children segment phonemes? If not, use the Additional Instruction on pp. 416–419.

► Phonics

Objective Blend words with final stable syllables

Review Show each **Large Letter Card** pair as children say the sounds: *ar, er, ir, or, ur*. Mix; repeat.

- I Do** ■ Display **Letter Cards** *u, n, c, l, e*.
- When the letters *le* follow a consonant, they make the /əl/ sounds. These are the sounds at the end of *uncle*. Let's blend this word: /uuunnkəll/, *uncle*.
- Point to *le* as you say /əl/. What are the end sounds?
- Repeat with *noodle, sparkle, and title*.

- We Do** ■ Display **Photo Cards** *girl, apple, and mule*.
- Let's name each picture: *girl, apple, mule*. Which picture name ends with the /əl/ sounds?
- Write the word *apple* on the board. Let's blend the word *apple*: /aaapəll/. Where are the /əl/ sounds?
- Write *mule* on the board. Underline *le* and circle *u*. Notice the letters *le* in *mule* do not make the /əl/ sounds because they do not follow a consonant.
- Repeat with *table, ball, July* and *quarter, nail, juggle*.

- You Do** Have children write *le* on their **Sound-Spelling WorkBoards** when you say a word with /əl/. Say: *table, basket, apple, picnic, fizzle, hole, simple, sunny, bottle*.

► Structural Analysis

Objective Singular and plural possessive pronouns

- Remind children that a *pronoun* is a word that takes the place of a noun. Then explain that we can use some pronouns to show who owns something.
- Write the phrase *my bike* on the board. The pronoun *my* shows that I own something. It is *mine*. *My bike* means "the bike that belongs to me."
- Repeat with *her book* and *their dog*.
- Make a chart and explain the meanings of: *my, mine, your, yours, his, her, hers, its, our, ours, their, theirs*.

Words to Know

► High-Frequency Words: *their, always, around, laugh*

Objective Read high-frequency words

- Display **Word Cards** *their, always, around, and laugh*.
- Say the word *their*. Have children find and spell the word aloud.
- Repeat to review *always, around, and laugh*.

See **Practice Book** page 215.

CORRECTIVE FEEDBACK

Point to, say, and spell *always*. *This word is always.*
Point to the word and say it with me: *always*. It is spelled *a-l-w-a-y-s*. Spell it with me.

Quick Check

Can children read *their, always, around, and laugh*? If not, use the Additional Instruction on pp. 416–419.

► Oral Vocabulary: Sound Words

Objective Develop oral vocabulary

- **Discuss** Remind children that we can use the words and phrases *trip trap, glug, bang, and kerplunk* to describe the sounds we hear.
- **Connect** Ask children to describe things that might make the sounds *trip trap, glug, or kerplunk*.

► Build Fluency: Word Automaticity

Objective Improve word accuracy

Display **Reading Triumphs** page 218. Read each word in “Working with Words,” blending the sounds or saying the words as you read. Have children blend or say each word after you. Have children **reread** the previous story from **Reading Triumphs**. Circulate and listen in.

Time to Read

► Read “Three Billy Goats”

Objective Monitor comprehension/reread: Character and setting

- I Do** ■ Remind children that as they read they can think about the characters and the setting.

- As I reread “Three Billy Goats,” I can think about the main characters, Little Billy, Middle Billy, Biggest Billy, and the mean troll. I can pay attention to what the characters say and do and look for clues that tell me more about them.

We Do

- Guide children in a rereading of “Three Billy Goats.” Pause on page 221. *What does the troll say when he sees Little Billy? He says that he will taste good with a pickle. This tells us that he likes to eat goats and that he likes to eat pickles. It also tells us that he is mean and will attack creatures in order to eat them.*

You Do

- Have partners reread “Three Billy Goats.” Tell them to think about the characters and setting as they read. Guide them to use the evidence in the text and illustrations and to record their ideas on the Character and Setting Chart.

See **Practice Book** page 216.

ELL

Provide sentence starters to help children describe the characters in “Three Billy Goats”: *The troll is very _____*. For more support, see pages T6 and T7.

IWB

Online Comprehension Lessons: Character, Setting, Plot

CORRECTIVE FEEDBACK

If children cannot identify the characters and setting, use **Comprehension Cards: Character and Setting**.

Quick Check

Can children identify the characters and setting? If not, use the Additional Instruction on pp. 416–419.

► Write

Objective Write letters, words, and a description

- Use the **Sound-Spelling WorkBoards**. Say the sounds: /ə/, /gr/, /t/, /a/, /i/, /s/, /m/, /br/, /j/, /h/, /d/, /l/. Have children write the letters. Say each word: *bridge, grass, hill, middle, little*. Have children write each word.
- Have children write a description of the setting in “Three Billy Goats.”

See Grammar and Writing lessons on pages 414–415.



Reading Triumphs

Materials

- Reading Triumphs pp. 218; 220–226
- Large Letter Cards: *a, b (3), c, e (2), f, g (2), h, i, j, k, l, m, n, o, p (2), r, s, t (2), u, w, y*
- Letter Tiles
- Word Cards: *always, around, laugh, their*
- Sound-Spelling WorkBoards
- hand puppet

Working with Words

► Phonemic Awareness

Objective Identify syllables

Read aloud the following rhyme. Then reread it and invite children to chime in with you:

An eagle gave an apple to a poodle,
Who ate it along with a big noodle!

I Do ■ Use the puppet to model how to isolate syllables.

- Listen as the puppet slowly says *eagle, apple, poodle, and noodle*. Listen to the final sounds in each word: /əl/.

We Do ■ Ask children to say each word slowly after you: *sparkle, little, bottle*.

- What sounds do you hear at the end of each word?
- Repeat with *single, middle, marble, and sprinkle*.

You Do ■ Tell children that you will say words. Ask children to jump in place when they hear a word that ends with the /əl/ sounds. Say these words: *needle, pebble, river, baseball, noodle, spider, candle, freckle*.

- Which words have the /əl/ sounds?

ELL Make the /əl/ sounds and point out correct mouth position. Have children repeat. Explain to children that in words that have the /əl/ sounds at the end, the last syllable is not said very loud. The syllable or syllables before it get the emphasis, or stress. Then have children practice stressing the first syllable as they say /əl/ words, such as *simple, puzzle, middle, table, and wiggle*. For more support, see pages T6 and T7.

► Phonics

Objective Blend words with final stable syllables

Review Show these **Large Letter Card** spellings for the long *e* and the long *i* sounds as children say the sounds: *e, ee, ea, y; i, igh, y*. Mix the cards and repeat.

I Do ■ Use **Letter Cards** or **Letter Tiles** *s, p, a, r, k, l, e*.

- The letter *s* stands for /s/. The letter *p* stands for /p/. The letters *ar* stand for /âr/. The letter *k* stands for /k/. Together, *l* and *e* stand for the /əl/sounds. Listen as I blend all these sounds together: /ssspârrrkəlll/, *sparkle*. Say it with me: *sparkle*.

- Repeat with *sprinkle, bottle, and pickle*.

We Do ■ Let's change the *pi* in *pickle* to *fre*. What word did we make? Let's blend the sounds: /fffrreeekəlll/, *freckle*.

- Now let's change the *fre* in *freckle* to *chu*. What word did we make? Blend the sounds: /chuuukəlll/, *chuckle*.

You Do ■ Guide children to change the *chuc* in *chuckle* to *twin*. What word did you make?

- Then have children build *bubble*. Change *bub* in *bubble* to *mum*. Blend the sounds in this word.
- Have children continue to change letters to make *tumble, title, bottle, and battle*.

See the More Word Work lessons on page 414.

CORRECTIVE FEEDBACK

Give four children **Letter Cards** *a, b, l, e*. Model blending *able*. Have the children with **Letter Cards** *l* and *e* say /əl/ and write *le*. Have other children say /əl/. Repeat for *a* and *b*, blending /āāāb/ and then /āāābəlll/. Continue with *purple, simple, and juggle*.

Quick Check

Can children blend sounds in words with /əl/e? If not, use the Additional Instruction on pp. 416–419.

Words to Know

► High-Frequency Words: *their, always, around, laugh*

Objective Read high-frequency words

- Place **Word Cards** *their, always, around, and laugh* facedown.
- Tell children that you will turn over the **Word Cards** one at a time for them to read.
- Turn the cards over one at a time and have children chorally call out each word.
- Mix and repeat.

CORRECTIVE FEEDBACK

Point to, say, and spell *laugh*. *This word is laugh. It is spelled l-a-u-g-h. Spell it with me. Let's use it in a sentence to tell about a time when we laugh.*

Quick Check

Can children read *their, always, around, and laugh*? If not, use the Additional Instruction on pp. 416–419.

► Oral Vocabulary: Sound Words

Objective Develop oral vocabulary

- **Confirm** Remind children that we can use the words and phrases *trip trap, glug, bang, and kerplunk* to describe the sounds we hear.
- **Discuss** Talk about other words that describe sounds, such as *plop* and *thud*.
- **Connect** Have children name and describe things that might make the sounds *plop* or *thud*.

For Additional Instruction, see pages 416–419.

► Build Fluency: Word Automaticity

Objective Improve word accuracy

Display **Reading Triumphs** page 218. Read each word in “Working with Words,” blending the sounds or saying the words as you read. Have children blend or say each word after you. Reread each row, asking children to echo-read.

Reread Have children **reread** the previous story from **Reading Triumphs**. Circulate and listen in.

Time to Read

► Read “Three Billy Goats”

Objective Monitor comprehension/reread:

Character and setting

I Do **Before Reading** Tell children that as you read “Three Billy Goats” again, they can check their comprehension and reread to make sure they understand what they have read. *As I read I will check to make sure that I understand what I have read. If I am not sure, I will reread the text.*

We Do **During Reading** Read the story together, pausing as needed to support children’s comprehension. Model checking comprehension and rereading the text. On page 224, say: *I am not sure I understand why the troll says “Don’t make me laugh!” to Middle Billy, but then he waits for the next billy goat. Let’s reread the page to see if we can better understand the troll’s actions. Now I understand that the troll says “Don’t make me laugh!” because he realizes that Middle Billy said the same thing as Little Billy. The troll waits for the next billy goat because he is greedy and wants a bigger meal!*

You Do **After Reading** Have partners reread the story. Prompt them to check their comprehension and to reread the text if they are not sure that they understand what they have read. Guide children to use the text to confirm their understanding.

► Build Fluency: Connected Text

Objective Model fluency

Echo-Read Read one page at a time and prompt children to read each page after you. Guide children to read at the same speed and with the same expression as you.

► Write

Objective Write letters, words, and a menu

- Use the **WorkBoards**. Say the sounds: /ə/, /ü/, /n/, /k/, /d/, /p/, /i/, /z/, /a/. Have children write the letters and then the words: *noodles, pickle, apple*.
- Have children write a menu for a meal for the troll.

See the Writing lessons on page 415.



Reading Triumphs

Materials

- Reading Triumphs pp. 220–226
- Take-Home Book; Practice Book pp. 217–218
- Listening Library
- Assessment Book
- Photo Cards: *apple, juggle, purple, table, turtle, whistle*
- Large Letter Cards: *a, b (3), d, e, f, i, l, m, p (2), s, t, u*
- Letter Tiles
- Comprehension Cards
- Online Resources**
- Bibliography

Working with Words

► Phonemic Awareness

Objective Review syllables

- I Do**
- Listen as I say a word in parts: /mâr/ /bəl/. I can blend these sounds: /mmmâârrrbəlll/. Say the word with me: *marble*.
 - The sounds at the end of *marble* are /əl/.
 - Repeat this procedure with *giggle, simple, and tumble*.
- We Do**
- Hold up **Photo Card** *table*. Ask children to name the picture.
 - What sounds do you hear at the end of *table*? Guide children to segment the word into syllables and then blend it: /tā/ /bəl/, /tāābəl/ll/, *table*.
 - Repeat the procedure by holding up **Photo Cards** *apple, juggle, turtle, whistle, and purple*.
- You Do**
- Turn the **Photo Cards** facedown. Have each child take a turn flipping a card over and naming the picture.
 - After children name their picture, ask them to say another word that ends with the /əl/ sounds or that rhymes with the picture name.
 - Have the other children repeat the picture name and the new word. Guide children to chorally segment and blend each word. Offer children guidance as needed.

► Phonics

Objective Review identifying and blending words with final stable syllables

- I Do**
- Use **Large Letter Cards** or **Letter Tiles** *s, i, m, p, l, e*.
 - Listen as I blend these letters: /sssiiimmmpəlll/, *simple*.
 - The letters *le* at the end of *simple* come after the consonant *p*, so they stand for the sounds /əl/.
 - Build and blend the words *dimple* and *sample*.
- We Do**
- Tell children that you want to build a new word.
 - I can change the *tem* in *temple* to *ap*. What word did we make? Let's blend the sounds together: /aaapəlll/, *apple*.
 - Build and blend *able, fable, and bubble*.
- You Do**
- Tell children that you are thinking of a word that has the /əl/ sounds at the end. Give children clues such as: *When it rains, I try not to step in a muddy one of these. This word begins with p. (puddle)*
 - Write the word *puddle* on the board after children guess it. Ask children to segment the syllables and blend the sounds in *puddle*. Provide help as necessary. Then have children circle the letters that stand for the /əl/ sounds.
 - Repeat with these clues: *When I chew gum, I sometimes blow one of these. This word begins with b. (bubble)* This is a game with many pieces that I put together. This word begins with p. (*puzzle*) This is the name for an animal that lives in a shell and moves very slowly. This word begins with t. (*turtle*)

Words to Know

► High-Frequency Words: *their, always, around, laugh*

Objective Review high-frequency words

- Say each high-frequency word, one at a time: *their, always, around, and laugh*.
- Have children spell and write each word.
- Have children write a sentence using at least one of the high-frequency words.
- Have partners share their sentences and then read each other's sentence aloud.

ELL Model using each word in a sentence. For more support, see pages T6 and T7.

Time to Read

► Read Take-Home Book

Objective Review monitor comprehension/reread: **Character and setting**

- Reread and review "Three Billy Goats" using the **Listening Library** audio selection. Then read the **Take-Home Book** story together with children.
- Have children whisper-read the **Take-Home Book** story independently. Listen while children read, offering guidance as necessary.
- Remind children to think about the characters and setting, and to reread the text if they do not understand it.

See **Practice Book** pages 217–218.

► After Reading

Invite partners to respond to "Three Billy Goats" and the **Take-Home Book** story by discussing the characters. *How are the characters in the two stories similar? How are they different?*

CORRECTIVE FEEDBACK

If children cannot identify the characters and setting, use **Comprehension Cards: Character and Setting**.

Quick Check

Can children identify the characters and setting? If not, use the Additional Instruction on pp. 416–419.

► Build Fluency: Connected Text

Objective Increase reading speed

- Review the **Take-Home Book** story and talk about the punctuation marks in the text. Have pairs of children take turns reading aloud the story to each other.
- Guide children to read aloud the story with appropriate expression, pausing and stopping where the punctuation marks dictate.

► Writing

Objective Write and share simple sentences

- Have children write simple sentences about the characters in the **Take-Home Book** story.
- Encourage children to use high-frequency words and two-syllable words.
- Invite children take turns reading their sentences aloud.

See the Writing lessons on page 415.

Invite children to read the **Take-Home Book** story to their family and friends.

► Self-Selected Reading

Objective Read independently

Have children select books to read on their own. See the Online Bibliography for suggested titles.

Weekly Assessment

Have children complete the End-of-Unit Assessment on **Assessment Book** pages 202–207.

Fluency Use the passage on **Assessment Book** pages 46–47.

Lesson 21

Grammar
Adverbs That Tell How

Writing
Shared Writing

Lesson 22

More Word Work
Inflectional Endings -er, -est

Grammar
Adverbs That Tell How

Writing
Interactive Writing

Lesson 23

Grammar
Mechanics

Writing
Trait: Presentation
Independent Writing:
Focus and Plan,
Prewrite and Draft

Lesson 24

More Word Work
Word Sort

Writing
Independent Writing:
Revise and Edit

Lesson 25

Writing
Independent Writing:
Publish and Present

More Word Work

Materials

- large index cards with *cable, cattle, dimple, fiddle, little, needle, pickle, purple, scramble, simple, table, tickle, title, turtle, wrinkle* and **spelling words** *apple, middle, noodle*
- pocket chart

► Inflectional Endings -er, -est

Objective Blend inflectional endings -er, -est

- Write and read aloud: *taller* and *tallest*. Circle the -er and -est. *The ending -er is used to compare two people or things. Jen is taller than Jo. The ending -est is used to compare more than two. Al is the tallest of all the children.*
- I'll clap as I read *taller* to show how many beats I hear. *Taller* has two syllables, or word parts. A syllable always has a vowel sound. Repeat for *tallest*.
- Review with children that some base words drop the final -e and some base words double the final consonant before the ending -er or -est is added.
- Repeat for the words: *kinder/kindest, wider/widest, slower/slowest, faster/fastest, bigger/biggest*.

► Word Sort: Final Stable Syllables

Objective Sort words with final stable syllables

- Place the cards for *tickle, middle, scramble, title*, and *apple* in five columns in the pocket chart. *I notice that at the end of these words you can hear the /əl/ sound. Circle the le in each word.*
- Hold up the card for *pickle*. *I will clap as I read pickle to show how many beats I hear in the word: /pik-kəl/. Pickle has two syllables, or word parts. Model placing the card for pickle under tickle.*
- Repeat for other cards. Have children sort the cards with the same endings (-kle, -dle, -ble, -tle, and -ple) and chorally read all the words.

Grammar

► Adverbs That Tell How

Objective Understand adverbs that tell how

- Remind children that they learned about adverbs that tell when an action takes place.
- Write and read aloud: *Abby will play ball tomorrow. Mr. Wiggle woke up early this morning.* Underline *tomorrow* and *early*. The adverb *tomorrow* tells when Abby will play ball, The adverb *early* tells when Mr. Wiggle woke up.
- Explain that another kind of adverb is an adverb that tells how an action takes place. Write these sentences and read them with children:
 1. *The turtle walks slowly on the rocks.*
 2. *The lion roars loudly.*

How did the turtle walk? How did the lion roar?
Underline *slowly* and *loudly*. *The adverb slowly tells how the turtle walked. The adverb loudly tells how the lion roared.*
- Write and read aloud these sentences:
 1. *We walked quietly to the art table. (quietly)*
 2. *Mark quickly got more purple paint. (quickly)*
 3. *Jackie was neatly drawing a picture. (neatly)*
 4. *Lin smiled proudly at her painting. (proudly)*
 5. *Ms. Kettle gently hung pictures on the wall. (gently)*

Read the sentences again and have children identify the adverb that tells how the action happened. Then have them chorally read the sentences.

► Mechanics: Capitalization

- Remind children that proper nouns are the names of special people, places, and things. Proper nouns begin with capital letters. Review that *I* is always written with a capital letter.

- Review that in a letter the first word in the greeting and the closing are capitalized.
- Write the following letter and read aloud:

dear tam,
i enjoyed your party. thank you for
inviting me.
your friend,
billy

Have children identify the words that need to be capitalized.

Writing

Personal Narrative: Letter

Objective Compose a personal narrative

► Shared Writing

- Discuss with children the story characters in “Three Billy Goats.”
- Tell children that they will be writing a letter to a friend to tell about their favorite story character from the stories they read in class.
- Have children recall the story characters they have read about and why they liked a particular character. List children’s responses.
- Use children’s responses to write sample sentences: *I liked the Biggest Billy. He wasn’t afraid of the Troll.*
- Point out any adverbs children have used.

► Interactive Writing

- Ask children to think about what they would tell their friend about a favorite story. Record their responses.
- Have children think about what they liked best about the story.
- Model sentences by writing from the suggestions: *The Little and Middle Billy Goats fooled Troll.*
- Once a sentence is generated, repeat it several times for children. Have children share the pen to help write words or add a punctuation mark. Repeat with more sentences.
- Point out any adverbs children have used.

► Writing Trait: Presentation

- Remind children that good writers use their best handwriting when they write their final draft. That makes it easy for others to read.
- Review how good writers make sure they leave a space between words. Write and read: *I had lots of fun today.*
Have children tell which words need spaces between them. Track the print and have children repeat.

► Independent Writing

Focus and Plan

- Review the parts of a letter with children: date, greeting, body, closing, and signature.

Prewrite and Draft

- Have children recall the story character that they liked the best from the stories they read in class.
- Remind children that they will be writing a friendly letter to a friend telling them about a story that he or she may be interested in reading.
- Tell children to draft two or three sentences. Remind them to leave space in between words so that the letter will be easy to read.

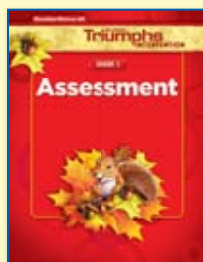
Revise and Edit

- Ask children to check the sentences they wrote about their favorite story in class. Have them decide if the sentences are in the correct order.
- Have children work with a partner and read each other’s friendly letter. *Did the writer explain why they liked the story character?*
- Ask children to check their words to see if they used the correct capitalization and punctuation.

ELL Have children make a drawing of their favorite story character. Write: *I read _____. I liked the character _____ because _____. Guide children in completing the sentence starters. Have them copy a letter format and write the sentences into the body of their letter.*

Publish and Present

- Have partners take turns reading their friendly letters to the class.
- Create a class My Favorite Story book.



Assessment Book

Choose from the Additional Instruction for children who need more support. Use End-of-Unit Assessment to check children's progress.

Working with Words

Materials

- Reading Triumphs pp. 198, 208, 218
- Photo Cards: *circle*, *kitten*, *zero*
- Sound-Spelling WorkBoards
- Letter Tiles
- Large Letter Cards: *a–z*
- markers or counters

Online Resources

IWB Interactive White Board
Phonics Lessons

► Phonemic Awareness

Objective Isolate and blend syllables; Segment syllables

Review Syllables Display **Photo Card** *kitten*. Listen as I say a word: *kitten*. Say the word with me: *kitten*. The word *kitten* has two word parts, or syllables: /kit/ and /tən/. Let's clap our hands as we say each part of the word: *kit-ten*.

- For lessons 16–20, display **Photo Card** *zero*. Listen as I say a word: *zero*. Say the word with me: *zero*. The word *zero* has two word parts, or syllables: /zē/ and /rō/. Let's clap as we say each part of the word: *ze-ro*.
- For lessons 21–25, display **Photo Card** *circle*. Listen as I say a word: *circle*. Say the word with me: *circle*. The word *circle* has two word parts, or syllables: /sûr/ and /kəl/. Let's clap as we say each part of the word: *cir-cle*.

Blend Syllables Tell children to listen as you string two syllables, or word parts, together to form a word: *cam-el*, *camel*. Have children repeat: *cam-el*, *camel*.

- Tell children to listen as you string more sounds together to form a word: *but-ton*, *button*. Have children repeat: *but-ton*, *button*.

- Let's say more words part by part and put the two word parts together to form a longer word: *ba-by*, *baby*; *bas-ket*, *basket*.
- Model placing markers in the sound boxes on the **Sound-Spelling WorkBoards**. I will place one marker in a box for each word part I say. Listen: *doll*. The word *doll* has one word part, so I'll place one marker in the sound box. Listen as I add a word part: *dol-phin*, *dolphin*. The word *dolphin* has two word parts, so I'll place two markers in the sound boxes. Have children take turns placing markers for the syllables they hear in *insect*, *hammer*, *mitten*, *open*.
- For lessons 16–20, use the above routine for words with open and closed syllables using *robot*, *sunny*, *diver*, *rabbit*, *lazy*.
- For lessons 21–25, use above routine for words with final stable syllables using *able*, *noble*, *purple*, *bubble*, *rattle*, *freckle*, *middle*, *sparkle*.

Segment Syllables Tell children to listen as you say each word part and word: *mit-ten*, *mitten*; *he-ro*, *hero*; *but-ton*, *button*; *mu-sic*, *music*. Clap out the word parts in each word.

- Place two markers in the sound boxes on the **Sound-Spelling WorkBoard**. Listen to the word: *even*. Let's say *even* together. The word has two word parts, or syllables. Each marker stands for one word part, or syllable. Say the word with me again: *even*. Which marker stands for the word part /ē/? Yes, the first marker.
- Place two markers in the sound boxes. Listen to the word: *sandwich*. Let's say *sandwich* together. *Sandwich* has two word parts, or syllables. Each marker stands for one syllable. Say the word with me again: *sandwich*. Which marker stands for the word part /wich/? Yes, the second marker.
- Have children take turns placing markers in the sound boxes and pointing to the correct marker for *penny*, *balloon*, *mitten*, *tiger*, *frozen*, *elbow*.
- For lessons 16–20, repeat the above routine for more words with open and closed syllables: *letter*, *final*, *cabin*, *better*, *humor*.
- For lessons 21–25, repeat for words with final stable syllables: *uncle*, *puddle*, *middle*, *handle*, *rattle*.

► Phonics

Objective Decode words with open, closed, and final stable syllables

Review Letter/Sound Correspondence Display **Photo Card** *kitten*. The word *kitten* has two word parts, or syllables: *kit* and *ten*. *Kit* is a closed syllable because it has the short vowel /i/ and a consonant at the end. Write the word *kitten*. Draw a line between the syllables (*kit/ten*) and a line under the letter *i* as you say the sound /i/.

- For lessons 16–20, display **Photo Card** *zero*. The word *zero* has two word parts, or syllables: *ze* and *ro*. *Ze* is an open syllable because it has the long vowel /ē/ at the end. Write the word *zero*. Draw a line between the syllables (*ze/ro*) and a line under the letter *e* as you say the sound /ē/.
- For lessons 21–25, repeat the above routine for final stable syllables using **Photo Card** *circle*.

Blend Words Use the **Letter Tiles** to model blending words. Place **Letter Tiles** *b, a, s, k, e, t* by syllable in two sound boxes on the **Sound-Spelling WorkBoard**.

- Let's blend the first syllable. The letter *b* stands for the sound /b/. The letter *a* stands for the sound /a/. The letter *s* stands for the sound /s/. Listen as I blend all three sounds together: /baaasss/, *bas*.
- The letter *k* stands for the sound /k/. The letter *e* stands for the sound /e/. The letter *t* stands for the sound /t/. Listen as I blend the three sounds together: /keeet/, *ket*. Let's put the two parts of the word together: /baaasss-keeet/, *basket*. Repeat using *lady, dinner, carrot, open*.
- Have children take turns placing **Letter Tiles** in the sound boxes and blending syllables to form words.
- For lessons 16–20, repeat the above routine for additional open- and closed-syllable words, such as *even, until, total, muffin, cactus, silent*.
- For lessons 21–25, repeat the above routine for final stable syllables using *paddle, handle, turtle*.

Build Words Use the **Letter Tiles** to model transitioning from one-syllable words to two-syllable words. Place **Letter Tiles** *b, i, t* in one sound box on the **Sound-Spelling WorkBoard**. Guide children to blend the sounds: /b/ /i/ /t/, /biit/, *bit*.

- Let's add the word part *rab* to the beginning of *bit*. Place **Letter Tiles** *r, a, b* in a second sound box. What word did we make? The *r* stands for /r/. The *a* stands for /a/. The *b* stands for /b/. Listen as I blend the sounds together: /rrraaab/, *rab*. We made *rab*. Let's add this to the beginning of *bit*: *rab-bit, rabbit*.
- Use **Letter Tiles** to make *pen*. What word did we make? Blend the sounds with me: /p/ /e/ /n/, /peeennn/, *pen*. We made the word *pen*.
- Let's add an *o* to the beginning of *pen*. Let's read the word: *o-pen, open*. Continue making words and adding syllables to make the following words: *re/use, ro/bot, un/tie, rib/bon, nap/kin, cab/in*.
- Write the words you made, saying each sound and the letter that stands for it. Then guide children in building each word: *rabbit, open, reuse, robot, untie, ribbon, napkin, cabin*.
- For lessons 16–20, use additional open- and closed-syllable words: *unit, local, velvet, lesson*.
- For lessons 21–25, use: *uncle, bottle, eagle, battle*.

Fluency: Letter Naming Tell children that you will hold up **Large Letter Cards**. They should name each letter. Hold up the **Letter Card** for each letter of the alphabet one at a time, in random order.

Fluency: Letter/Sound Correspondence Tell children that you will hold up **Letter Cards**. They should say the sounds that the letters stand for. Hold up the **Letter Card** for each letter of the alphabet one at a time, in random order.

Fluency: Word Automaticity For lessons 11–15, display page 198 of **Reading Triumphs**. Read each word in "Phonics," blending sounds and saying the words. Have children blend and repeat after you.

- For lessons 16–20, repeat the above routine using page 208 of **Reading Triumphs**.
- For lessons 21–25, repeat the above routine using page 218 of **Reading Triumphs**.

ELL Review words in the lesson that can be demonstrated in a concrete way. For more support, see pages T6–T7.

IWB For additional activities, use **Online Phonics Lessons**: Closed Syllables, Open Syllables, Final Stable Syllables.

Words to Know

Materials

- Reading Triumphs pp. 198, 199; 208, 209; 218, 219
- Word Cards: *after, always, around, been, before, call, down, full, laugh, one, only, their*
- Sound-Spelling WorkBoards
- pocket chart

► High-Frequency Words

Objective Reteach high-frequency words *full, call, only, one* (Lessons 11–15); *down, after, before, been* (Lessons 16–20); *their, always, around, laugh* (Lessons 21–25)

- Display **Word Cards** in the pocket chart.
- **Read, spell, and write** each word and use it in a sentence: *This is the word down. It is spelled d-o-w-n. Down. Jeff rode his bike down the hill.*
- Have children chorally say each word aloud as you point to it. Point to each letter as children chorally spell the word aloud.
- Point out letters and their sounds that children have learned. *The word down has the letters ow in the middle. We know that the letters ow can stand for the /ou/ sound. The word down has the /ou/ sound.*
- Hold up one **Word Card** at a time. Have children chorally read aloud each word. Have children write each word on their **Sound-Spelling WorkBoards** as they spell it aloud. Guide children to say a sentence using each word.
- Provide sentence frames using the words. For example: *Sal always _____ after school.* Write the sentences as children complete them and then read each sentence aloud. Have children take turns underlining the high-frequency words in the sentences.
- Have partners work together to write sentences using the high-frequency words.

Fluency: Word Automaticity For lessons 11–15, display page 198 of **Reading Triumphs**. Read aloud each word in “Words to Know.” Have children read aloud each word after you.

- For lessons 16–20, repeat the above routine using page 208 of **Reading Triumphs**.

- For lessons 21–25, repeat the above routine using page 218 of **Reading Triumphs**.

Fluency: Connected Text For lessons 11–15, display page 199 of **Reading Triumphs**. Read “Box Full of Toys” aloud. Have children read the passage after you. Guide them to blend decodable words and say each high-frequency word.

- For lessons 16–20, repeat the above routine using “A Tiny Seed” on page 209 of **Reading Triumphs**.
- For lessons 21–25, repeat the routine using “Five Little Frogs” on page 219 of **Reading Triumphs**.

► Oral Vocabulary

Objective Develop oral vocabulary

- **Season Words (Lessons 11–15)** Remind children that *season, weather, cycle, autumn, and seasonal* are words they can use when they talk about the seasons. *Autumn is Frank’s favorite season.*
- Have children name each season and describe the weather using: *In _____ the weather is _____.*
- Have partners work together to create sentences using *season, weather, cycle, autumn, and seasonal* and other weather words they know.
- **Planting Words (Lessons 16–20)** Remind children that when they talk about planting, they can use words such as *seed, seedling, soil, germinate, watering, and trimming*. *Mom does all the watering and trimming in our garden.*
- Have children draw a timeline showing how a plant grows using the words *seed, seedling, soil, germinate, watering, trimming*.
- Then have partners work together to orally create sentences using the oral vocabulary words *seed, seedling, soil, germinate, watering, and trimming*.
- **Sound Words (Lessons 21–25)** Discuss with children the sounds we hear using the words *trip trap, glug, bang, kerplunk, plop, and thud*. *The water went “glug” as it poured out of the container.*
- Have children take turns acting out objects that make noise while saying the sound it makes. Use the oral vocabulary words. Then have children try to guess the object being acted out.
- Ask partners to work together to create sentences using the oral vocabulary words *trip trap, glug, bang, kerplunk, plop, and thud*.

Time to Read

Materials

- Reading Triumphs pp. 200–206, 207; 210–216, 217; 220–226, 227

Online Resources

IWB Interactive White Board

Comprehension Lessons

- Graphic Organizer: Classify and Categorize Chart; Make Predictions Chart; Character and Setting Chart

► Comprehension: Text Evidence

Objective Review comprehension skills

Classify and Categorize (Lessons 11–15) Remind children that as they read they can classify and categorize the information in a selection. You can think about the information in the selection and organize it into different categories, or groups.

- Display **Reading Triumphs** page 200. Let's reread "The Seasons." As we read, we will list information on the Classify and Categorize Chart.
- Read pages 200 and 201: What can you do outside in winter? (make a snowman, skate, sled)
- Read pages 202 and 203: What can you do in spring? (work in the garden, play outside, ride a bike, play ball) Let's add these details to our chart.
- Read pages 204 and 205: What can you do in summer? (picnic at the beach, relax, swim)
- Read page 206: What can you do in fall? (hike in the woods) Let's add this to our chart.
- Review Comprehension Check, page 207. 1. Which activities are fun in the winter? Which are fun in the summer? (In winter, it is fun to sled and skate. In summer, swimming is fun.) 2. How are winter and summer different? (In winter, it is cold and we must dress warmly to go outside. In summer, it is hot outside.)

Make Predictions (Lessons 16–20) Remind children that as they read they can use the details in the selection to make predictions. As we read we can think about what event might happen next.

- Display **Reading Triumphs** page 210. As we reread "Let's Plant Seeds" we will record details on the Make Predictions Chart.

- Read pages 210 and 211: What happens after putting the seeds in the holes? (We wait.) What do you predict will happen next? (The seeds will start to grow.) Let's add those details to our chart.
- Read pages 212 and 213: How did you check to see if your prediction was correct? (I read the next page. It said the seeds start to grow.) What will happen next? (The plant will be big enough to pick.)
- Read pages 214–216: Was your prediction correct? (yes) What prediction can you make about what the author will do with the corn plant? (Cook it and eat it.) Read page 216 to check your prediction.
- Review Comprehension Check, page 217. 1. What kind of plant did you think it would be? How could you tell? (Corn. On page 215, it says the plant is yellow and has kernels.) 2. What do plants need in order to grow? (Plants need soil, sun, and water.)

Character and Setting (Lessons 21–25) Tell children to think about the characters and setting as they read. The characters are the people or animals that the story is about. The setting is where the story takes place.

- Display **Reading Triumphs** page 220. Let's reread "Three Billy Goats." As we read, we will list ideas on the Character and Setting Chart.
- Read pages 220–223: Who are the characters in the story? (three billy goats, a troll) What is the setting of the story? (fields near a bridge)
- Read pages 224 and 225: How would you describe Little Billy and Middle Billy? (They are smart because they are trying to trick the troll.)
- Read page 226: Does their plan work? (Yes. The troll waits for the biggest goat.)
- Review Comprehension Check, page 227. 1. How would you describe the troll? (greedy) 2. Why did the troll agree to wait for the biggest goat? (Because he wanted to eat the biggest goat.)

ELL For more support, see pages T6–T7.

IWB Online Comprehension Lessons: Make and Confirm Predictions; Character, Setting, Plot

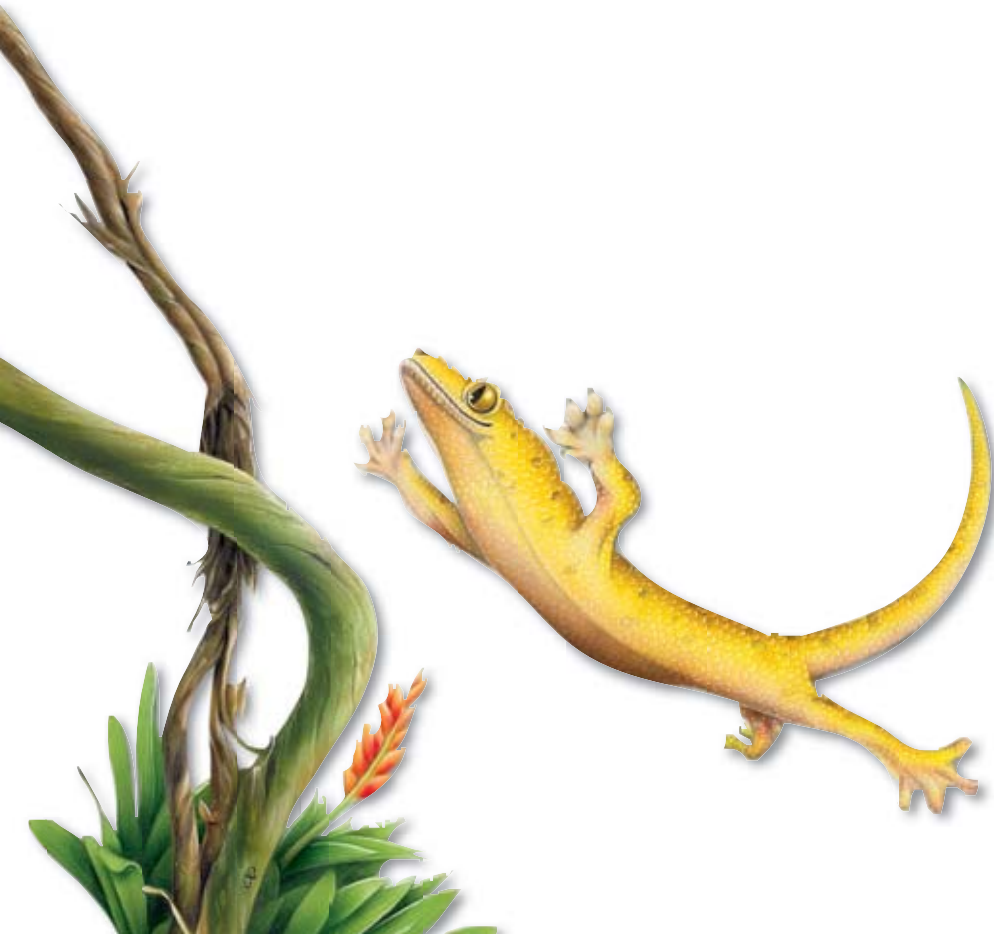
Self-Selected Reading

Have children select books. Guide them to classify information, make and confirm predictions, and think about the characters and setting as they read.



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Scope and Sequence

Scope and Sequence

	K	1	2	3	4	5	6
READING: FOUNDATIONS FOR LITERACY							
Concepts of Print							
Recognize own name	✓	✓	✓				
Understand directionality (tracking print from left to right, return sweep)	✓	✓	✓				
Understand that print provides information	✓	✓	✓				
Develop print awareness (concepts of letters, words, and sentences)	✓	✓	✓				
Understand that spoken words consist of phonemes	✓	✓	✓				
Understand that written words are represented in written language by a specific sequence of letters	✓	✓	✓				
Distinguish between letters, words, and sentences	✓	✓	✓				
Identify and distinguish paragraphs			✓				
Match oral and written words	✓	✓	✓				
Distinguish between capital and lowercase letters	✓	✓	✓				
Understand correct book handling	✓	✓	✓				
Recognize parts of a book; recognize that parts of a book contain information	✓	✓	✓				
READING: ALPHABETICS							
Phonemic Awareness							
Identify spoken sounds, words, and sentences	✓	✓	✓				
Recognize and produce rhyming words; distinguish between rhyming and nonrhyming words	✓	✓	✓				
Segment words into phonemes, sentences into words	✓	✓	✓				
Blend and segment onsets and rimes	✓	✓	✓				
Add, delete, and substitute phonemes	✓	✓	✓				
Identify and isolate initial, medial, and final consonants	✓	✓	✓				
Blend phonemes to make a spoken word	✓	✓	✓				
Categorize phonemes	✓	✓	✓				
Understand alliteration		✓	✓				
Count and track sounds in syllables, syllables in words	✓	✓	✓				
Decoding: Phonics Analysis							
Understand the Alphabetic Principle	✓	✓	✓				
Sound/letter association	✓	✓	✓	✓	✓	✓	✓
Blend sounds to make syllables and words; blend word families	✓	✓	✓	✓	✓	✓	✓
Initial consonant blends		✓	✓	✓	✓		
Final consonant blends		✓	✓	✓	✓		
Short vowels	✓	✓	✓	✓	✓	✓	✓
Long vowels		✓	✓	✓	✓	✓	✓

KEY

✓ = Assessed Skill

Tinted cells show skills, strategies, and other teaching opportunities

	K	1	2	3	4	5	6
Decoding: Phonics Analysis							
Variant vowels		✓	✓	✓	✓	✓	✓
r-Controlled vowels		✓	✓	✓	✓	✓	✓
Hard/soft consonants			✓	✓	✓	✓	✓
Digraphs		✓	✓	✓	✓	✓	✓
Diphthongs		✓	✓	✓	✓	✓	✓
Silent letters			✓	✓	✓	✓	✓
Schwas in multisyllable words (approximation)					✓	✓	✓
Inflected endings		✓	✓	✓	✓	✓	✓
Triple-consonant clusters		✓	✓	✓	✓	✓	✓
Decoding: Structural Analysis							
Common spelling patterns (word families)	✓	✓	✓				
Common syllable patterns		✓	✓	✓	✓	✓	✓
Inflectional endings: -s, -es, -ed, -ing		✓	✓	✓	✓	✓	✓
Contractions		✓	✓	✓	✓	✓	✓
Compound words		✓	✓	✓	✓	✓	✓
Prefixes and suffixes		✓	✓	✓	✓	✓	✓
Root or base words		✓	✓	✓	✓	✓	✓
Comparatives, superlatives		✓	✓	✓	✓	✓	✓
Greek and Latin roots					✓	✓	✓
READING: FLUENCY							
Fluency							
Read regularly on independent and instructional levels		✓	✓	✓	✓	✓	✓
Read orally from familiar texts (choral, echo, partner, Readers Theater)		✓	✓	✓	✓	✓	✓
Use appropriate rate, expression, intonation, and phrasing		✓	✓	✓	✓	✓	✓
Read with automaticity (accurately and effortlessly)		✓	✓	✓	✓	✓	✓
Use punctuation cues in reading		✓	✓	✓	✓	✓	✓
Adjust reading rate to purpose		✓	✓	✓	✓	✓	✓
Repeated readings		✓	✓	✓	✓	✓	✓
Timed readings		✓	✓	✓	✓	✓	✓
READING: VOCABULARY/WORD IDENTIFICATION							
Word Meaning Skills and Strategies							
Classify and categorize words		✓	✓				
Synonyms, antonyms			✓	✓	✓	✓	✓
High-frequency words	✓	✓	✓				
Use context clues: word, sentence, paragraph; definition, example, restatement			✓	✓	✓	✓	✓
Use word identification strategies			✓	✓	✓	✓	✓
Unfamiliar words			✓	✓	✓	✓	✓
Multiple-meaning words			✓	✓	✓	✓	✓
Use dictionary to locate meanings, pronunciation, and derivatives			✓	✓	✓	✓	✓

KEY

✓ = Assessed Skill

Tinted cells show skills, strategies, and other teaching opportunities

	K	1	2	3	4	5	6
Word Meaning Skills and Strategies							
Denotation and connotation					✓	✓	✓
Word families		✓	✓				
Use thesaurus			✓	✓	✓	✓	✓
Homographs				✓	✓	✓	✓
Homophones			✓	✓	✓	✓	✓
Idioms			✓	✓	✓	✓	✓
Analogies					✓	✓	✓
Word origins					✓	✓	✓
READING: COMPREHENSION							
Prereading Strategies							
Building background; use prior knowledge							
Preview and predict; set and adjust purpose for reading							
Comprehension Strategies							
Analyze							
Evaluate							
Generate questions							
Make inferences							
Monitor comprehension: reread, adjust reading rate, paraphrase, self-correct, read ahead, seek help							
Summarize							
Story structure, analyze							
Text structure, analyze							
Visualize/Mental imagery							
Comprehension Skills							
Author's perspective					✓	✓	✓
Author's purpose				✓	✓	✓	✓
Cause and effect	✓	✓	✓	✓	✓	✓	✓
Character, setting, plot	✓	✓	✓	✓	✓	✓	✓
Compare and contrast	✓	✓	✓	✓	✓	✓	✓
Classify and categorize	✓	✓					
Conclusions, draw	✓	✓	✓	✓	✓	✓	✓
Description as text structure			✓	✓	✓	✓	✓
Fact and opinion					✓	✓	✓
Fantasy and reality; fact and fiction	✓	✓	✓				
Generalizations, make							✓
Use Illustrations/Photographs	✓	✓	✓				
Inferences, make	✓	✓	✓	✓	✓	✓	✓
Judgments, make							✓
Main idea and supporting details	✓	✓	✓	✓	✓	✓	✓
Persuasion/persuasive techniques						✓	✓

KEY

✓ = Assessed Skill

Tinted cells show skills, strategies, and other teaching opportunities

	K	1	2	3	4	5	6
Comprehension Skills							
Predictions, make and confirm	✓	✓	✓	✓			
Problem and solution		✓	✓	✓	✓	✓	✓
Sequence	✓	✓	✓	✓	✓	✓	✓
Summarize, retell	✓	✓	✓	✓	✓	✓	✓
Theme				✓	✓	✓	✓
Literary Response							
Reflect and respond to text orally and in writing							
Connect and compare text characters, events, ideas to self, across texts, and to world							
Text Features							
Recognize and identify text and organizational features of nonfiction texts							
Captions and labels, headings, subheadings, key words, bold print							
Graphics, including photographs, illustrations, charts, diagrams, graphs							
Interpret graphic aids							
Use graphic organizers to analyze text							
Reflect on and respond to text							
WRITING							
Writing Process							
Plan/Prewrite, Draft, Revise, Edit/Proofread, Publish and Share							
Writing Traits							
Conventions, Sentence structure/fluency, Voice			✓	✓	✓	✓	✓
Ideas and content, Organization and focus, Word choice			✓	✓	✓	✓	✓
Writing Forms							
Narrative; Descriptive; Report/Expository; Story (Fictional Narrative); Persuasive; How-to		✓	✓	✓	✓	✓	✓
CONVENTIONS							
Grammar, Mechanics, and Usage							
Sentence concepts: statements, questions, exclamations, commands							
Complete and incomplete sentences; sentence fragments; word order							
Combining sentences							
Nouns: common, proper, singular, plural, irregular plurals, possessives							
Verbs: action, helping, linking, irregular							
Verb tenses: past, present, future, perfect, and progressive							
Pronouns: possessive, subject and object, pronoun-verb agreement, indefinite							
Adjectives: articles, demonstrative, adjectives that compare							
Contractions							
Adverbs							
Prepositions							

KEY

✓ = Assessed Skill

Tinted cells show skills, strategies, and other teaching opportunities

English Language Learners

Fostering Classroom Discussions

Strategies for English Language Learners

One of the most effective ways in which to increase the oral language proficiency of your English Language Learners is to give students many opportunities to do a lot of talking in the classroom. Providing the opportunities and welcoming all levels of participation will motivate students to take part in the class discussions. You can employ a few basic teaching strategies that will encourage the participation of all language proficiency levels of English Language Learners in whole class and small group discussions.

✓ WAIT/DIFFERENT RESPONSES

- Be sure to give students enough time to answer the question.
- Let students know that they can respond in different ways depending on their levels of proficiency. Students can
 - answer in their native language;
 - ask a more proficient ELL speaker to repeat the answer in English;
 - answer with nonverbal cues (pointing to related objects, drawing, or acting out).

Teacher: Where is Jen?

ELL Response: (Student points to the tree in the park.)

Teacher: Yes. Jen is standing by the tree. Let's all point to Jen.

✓ REPEAT

- Give positive confirmation to the answers that each English Language Learner offers. If the response is correct, repeat what the student has said in a clear, loud voice and at a slower pace. This validation will motivate other ELLs to participate.

Teacher: How would you describe the faces of the cats?

ELL Response: They look scared.

Teacher: That's right, Silvia. They are scared. Everyone show me your scared face.

✓ REVISE FOR FORM

- Repeating an answer allows you to model the proper form for a response. You can model how to answer in full sentences and use academic language.
- When you repeat the answer, correct any grammar or pronunciation errors.

Teacher: Who are the main characters in the story?

ELL Response: Danny and Walt is.

Teacher: Yes. Danny and Walt are the main characters. Remember to use the verb are when you are telling about more than one person. Let's repeat the sentence.

All: Danny and Walt are the main characters.

✓ REVISE FOR MEANING

- Repeating an answer offers an opportunity to clarify the meaning of a response.

Teacher: Where did the feather come from?

ELL Response: The bird.

Teacher: That's right. The feather came from the bird.

✓ ELABORATE

- If students give a one-word answer or a nonverbal cue, elaborate on the answer to model fluent speaking and grammatical patterns.
- Provide more examples or repeat the answer using proper academic language.

Teacher: Why is the girls' mother standing with her hands on her hips?

ELL Response: She is mad.

Teacher: Can you tell me more? Why is she mad?

ELL Response: Because the girls are late.

Teacher: Okay. What do you think the girls will do?

ELL Response: They will promise not to be late again.

Teacher: Anyone else have an idea?

✓ ELICIT

- Prompt students to give a more comprehensive response by asking additional questions or guiding them to get to an answer.

Teacher: Listen as I read the caption under the photograph. What information does the caption tell us?

ELL Response: It tells about the butterfly.

Teacher: What did you find out about the butterfly?

ELL Response: It drinks nectar.

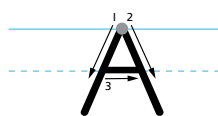
Teacher: Yes. The butterfly drinks nectar from the flower.

Making the Most of Classroom Conversations

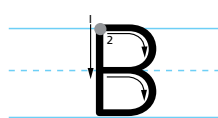
Use all the speaking and listening opportunities in your classroom to observe students' oral language proficiency.

- Response to oral presentations
- Responding to text aloud
- Following directions
- Group projects
- Small group work
- Informal, social peer discussions
- One-on-one conferences

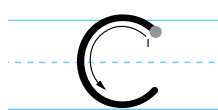
Handwriting



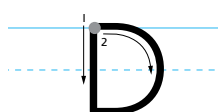
Slant down. Go back to the top. Slant down. Straight across the dotted line.



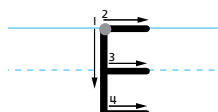
Straight down. Go back to the top. Around and in, around and in.



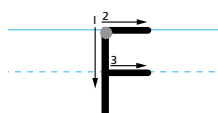
Circle back and around, then stop.



Straight down. Go back to the top. Around and in at the bottom.



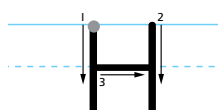
Straight down. Straight across. Straight across. Straight across.



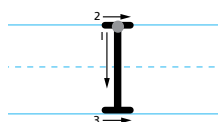
Straight down. Straight across. Straight across.



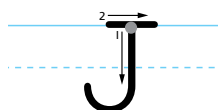
Circle back and around. Push up to the dotted line, and straight in.



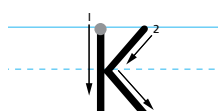
Straight down. Go back to the top. Straight down. Straight across the dotted line.



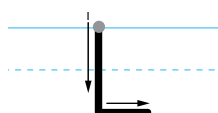
Straight down. Go back to the top. Straight across. Go to the bottom line. Straight across.



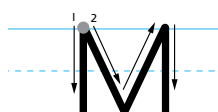
Straight down, curl back, then stop. Straight across the top line.



Straight down. Go back to the top. Slant in, slant out.



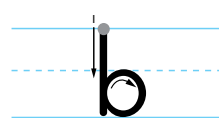
Straight down. Straight across the bottom line.



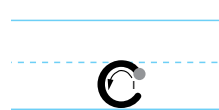
Straight down. Go back to the top. Slant down, slant up. Straight down.



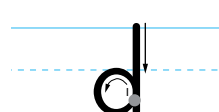
Circle back, then around. Straight down.



Straight down. Go to the dotted line. Around all the way.



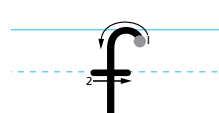
Circle back and around, then stop.



Circle back and around. Go to the top line. Straight down.



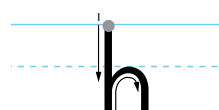
Straight across. Circle back and around, then stop.



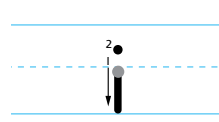
Circle back a little, then straight down. Go to the dotted line. Straight across.



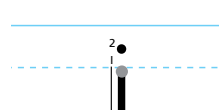
Circle back, then around all the way. Straight down past the bottom line, and curl back.



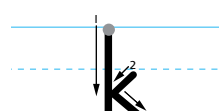
Straight down. Go to the dotted line. Around and down.



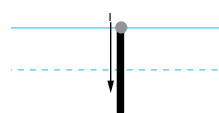
Straight down, dot above.



Straight down past the bottom line. Curl back, then stop, dot above.



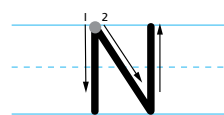
Straight down. Slant in, slant out.



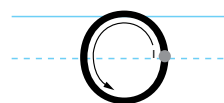
Straight down.



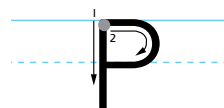
Straight down. Around and straight down. Around and straight down.



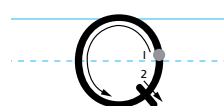
Straight down. Go back to the top.
Slant down. Straight up.



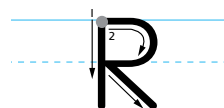
Circle back, then around all the way.



Straight down. Go back to the top.
Around and in at the dotted line.



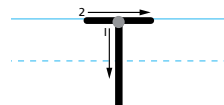
Circle back, then around all the way.
Slant down.



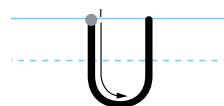
Straight down. Go back to the top.
Around and in at the dotted line.
Slant down.



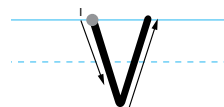
Circle back, sweep around, and back again.



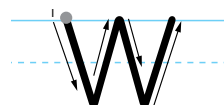
Straight down. Go back to the top.
Straight across.



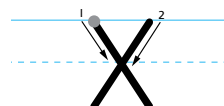
Straight down, curve around,
straight up.



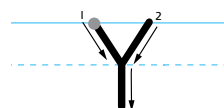
Slant down, slant up.



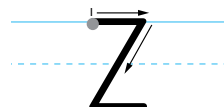
Slant down, slant up. Slant down,
slant up.



Slant down. Go back to the top. Slant
down to cross.



Slant down to the dotted line. Go
back to the top. Slant in to touch,
then straight down.



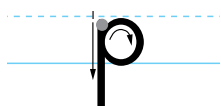
Straight across. Slant down to the
bottom, straight across.



Straight down. Around and straight
down.



Circle back, then around all the way.



Straight down, past the bottom line.
Circle around all the way.



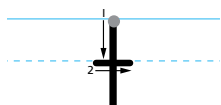
Circle back and around. Straight
down. Curl forward.



Straight down. Curl forward.



Circle back, sweep around, and back
again.



Start at the top line. Straight down.
Go to the dotted line. Straight across.



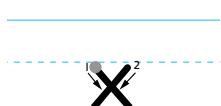
Straight down, curve around, and up.
Straight down.



Slant down, slant up.



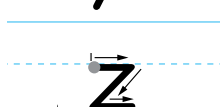
Slant down, slant up. Slant down,
slant up.



Slant down. Slant down to cross.



Slant down. Slant in to cross, then
down past the bottom line.



Straight across. Slant down to the
bottom, straight across.

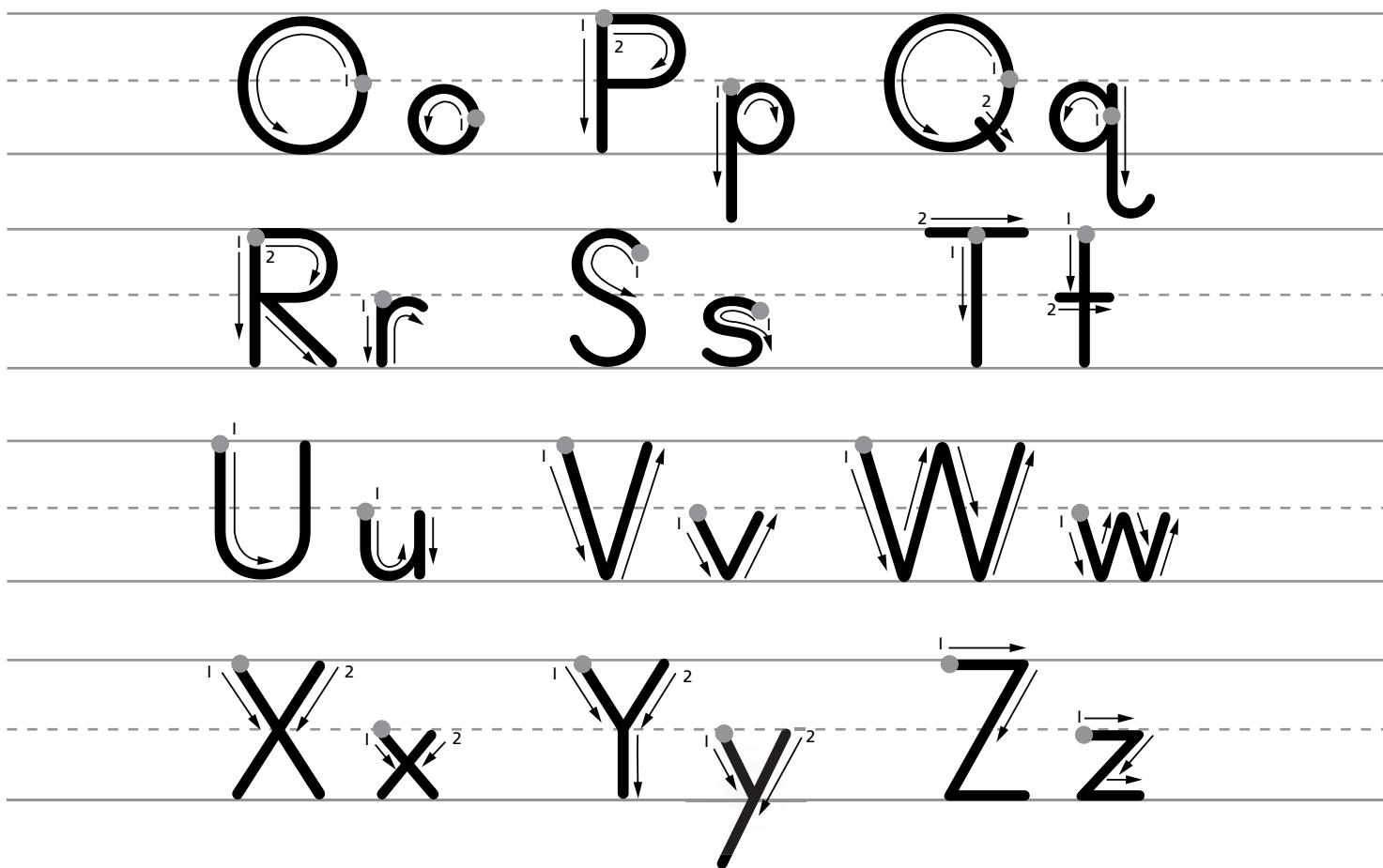
Aa Bb Cc

Dd Ee Ff

Gg Hh Ii

Jj Kk Ll

Mm Nn



Spelling Words

These spelling words come from the list of Phonics Words found in the Student Anthology.

Unit 1	Week 1	Week 2	Week 3	Week 4	Week 5
	can	back	dig	clap	fast
	cat	hat	fit	clip	land
	man	map	lick	flag	list
	pat	nap	miss	flip	sand
	ran	tag	sit	slip	sink
Unit 2	Week 1	Week 2	Week 3	Week 4	Week 5
	hop	get	drop	fun	ship
	lot	help	frog	pup	shop
	mom	leg	grab	rug	sing
	rock	men	spin	run	things
	top	red	swim	tub	with
Unit 3	Week 1	Week 2	Week 3	Week 4	Week 5
	bake	five	catch	cute	scratch
	game	hide	chop	home	scrub
	late	like	lunch	mule	splash
	made	mine	when	nose	spring
	make	time	which	use	stripe
Unit 4	Week 1	Week 2	Week 3	Week 4	Week 5
	day	eat	boat	by	happy
	play	me	go	high	funny
	rain	street	no	kind	messy
	spray	tree	row	my	puppy
	wait	we	slow	night	silly
Unit 5	Week 1	Week 2	Week 3	Week 4	Week 5
	bird	arm	born	cow	boy
	dirt	car	for	found	joy
	fur	far	fork	mouth	noise
	her	park	sport	out	spoil
	turn	yard	torn	town	toy
Unit 6	Week 1	Week 2	Week 3	Week 4	Week 5
	book	fault	begin	happen	able
	group	hawk	even	open	apple
	knew	jaw	lazy	protect	circle
	moon	paws	mittens	rabbit	middle
	room	small	summer	tiny	noodle

Aa

ABCs. *See* **Fluency: letter-naming and letter/sound correspondence**

Additional instruction, 26, 27, 28, 29, 66, 67, 68, 69, 96, 97, 98, 99, 136, 137, 138, 139, 166, 167, 168, 169, 206, 207, 208, 209, 236, 237, 238, 239, 276, 277, 278, 279, 306, 307, 308, 309, 346, 347, 348, 349, 376, 377, 378, 379, 416, 417, 418, 419.

Analyzing. *See* **Comprehension strategies**

Apostrophes. *See* **Grammar: mechanics**

Approximation. *See* **Syllables**

Assessment. *See also*
Components for additional assessment materials

Quick Check

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Author's purpose. *See*
Comprehension skills

Cc

Capitalization. *See* **Grammar: mechanics**

Cause and effect. *See*
Comprehension skills

Character. *See* **Comprehension skills**

Choral read. *See* **Fluency**

Classify and categorize. *See*
Comprehension skills

Compare and contrast. *See*
Comprehension skills

Components, ix

Compound words. *See* **Structural analysis**

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